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ABSTRACT

This document is the result of a utilization study of Mississippi Educational Television where 27 target audiences were identified and surveyed. The following information is included: a draft of and updated state network utilization studies; planning and management strategies; a profile of the survey populations; a distance learning survey report; questionnaires and survey information for ITV representatives, teachers, staff development coordinators, curriculum coordinators, post-graduate training, early childhood, and parents; telephone interviews; a focus group report; "teletalk" objectives and questions; and a review of educational resources. As the task 7 report, an executive summary and list of recommendations is provided, including: improving communications; reviewing current programming; re-examining scheduled broadcast times; advertising programming and services; re-examining primary audiences; providing more utilization training for upper elementary and junior high school teachers; developing a social studies program; training Educational Services staff; making a financial commitment to distance learning and alternative delivery systems; committing time, resources, and outreach staff members to develop early childhood programming and training; identifying post-graduate training markets; and exploring a broadcast market for mid-level manager training. (AEF)

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ED 382 167

STATE NETWORK UTILIZATION STUDY

Mississippi
Educational
Network

CONDUCTED BY:

Educational Planners & Evaluators
Monroe, Louisiana

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COMMISSIONED BY:
Board of Directors
Mississippi Authority for Educational Television

IR017098

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STATE NETWORK UTILIZATION STUDY

Mississippi Educational Television

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CONTENTS

1. INTRODUCTION

2. UTILIZATION STUDY
Request For Proposal

3. UTILIZATION STUDY
Completion Update

4. TASK 1: Planning and Management

5. TASK 2: Survey Populations

6. TASK 2: Instruments / Survey Results

    6.A Distance Learning Survey

    6.B ITV Representative Questionnaire

    6.C ITV Teacher Questionnaire

    6.D Staff Development Coordinator Questionnaire

    6.E Curriculum Coordinator Questionnaire

    6.F Post-Graduate Training Questionnaire

    6.G Early Childhood Questionnaire

    6.H Parents Survey (newspaper)

7. TASK 3: Telephone Interviews

8. TASK 4: Focus Groups

9. TASK 5: Teletalks

10. TASK 6: Review of Educational Resources

11. TASK 7: Executive Summary • Recommendations

INTRODUCTION

In response to a Request for Proposal to conduct a Statewide ETV/ITV Utilization Study issued by the Mississippi Authority for Educational Television (MAET), Educational Planners and Evaluators of Monroe, Louisiana was awarded the contract in late December,1992. Dr. Bob N. Cage, Project Director, invited the most qualified persons in the area to join him in the formulation and conduct of the Project. The Project Team include Dr. Savan Wilson, Director of the Teaching Learning Resource Center, University of Southern Mississippi and frequent technology consultant; Dr. Brenda Hankins, Staff Development Consultant for the Mississippi Department of Education and private consultant; Dr. Glenda Lester, Director of the University of Mississippi Center in Jackson and educational television consultant. Other staff members were hired as needed to conduct the telephone survey and for instrument development, dissemination and data analyses.

Throughout Phase I of the Project, the Project Team maintained weekly communications with Mr. Jaeger, Dr. Young, Ms. White, several ITV consultants and other ETV staff. The Project Team has been extremely pleased with the cooperation and input on project components by the staff of ETV and many of their suggestions and recommendations were included in the instrumentation and survey formats. The entire project has been approached with enthusiasm, a sharing of expertise and accommodation, and a professional determination to provide the best information to MAET.

The Interim Report provided to the MAET Board on June 8, 1993 represents approximately five months intensive work toward the tasks set forth in the proposal. The Project Team , from the beginning, looked upon the tasks not as merely checking off RFP requirements, but as an opportunity to be of service to the Mississippi Educational Television Network and the viewers in Mississippi. The Project tasks were the core of the scope of work for Phase I.

Much of the project time was spent in the development of twenty-seven (27) survey instruments, obtaining the proper mailing lists, and developing various processes and procedures related to the scope of the work. Before completion of the Final Report, information was provided to the staff of the Educational Services Division who used preliminary survey results to make decisions on distance learning and ITV programming and services.

This Final Report concludes Phase I of the ETV/ITV Utilization Study. The findings and recommendations should provide ample information and specific directions to MAET for 1993-1994. Educational Planners and Evaluators looks forward to the conduct of Phase II of the study and a continued relationship with the MAET Board of Directors and staff.

DRAFT
STATE NETWORK UTILIZATION STUDY

BACKGROUND AND OVERVIEW

Providing expanded educational opportunities to Mississippians of all ages lies at the heart of Mississippi ETV's mission. "Public broadcasting in Mississippi strives to meet the needs of 2.6 million Mississippians with a committed participation in the educational process, which helps people to see and hear and understand more deeply," declares the agency's statement of philosophy.

Faced with the proliferation of new educational technologies, an explosion of academic and staff development offerings, and a shift within the education community from state-prescribed procedures to site-based school management, Mississippi ETV must fundamentally reconsider how it addresses the state's educational needs.

The years since ETV's creation have seen a transformation of the universe of "users" of educational resources. An emphasis on lifetime learning has replaced the traditional focus on accredited, school-centered courses. The economic consequences of an illiterate or under-trained workforce have directed attention to the vocational needs of adult learners. Recognizing that successful performance in later years requires that students be ready-to-learn when they start school, other educators have stressed programs that offer early childhood and preschool intervention. The implementation of state-mandated staff development requirements has forced school districts to seek cost-effective ways of enhancing teachers' professionalism. The ambitious goals of America 2000 reflect this comprehensive approach to learning.

Also, the past 25 years since ETV's creation have seen dramatic changes in lifestyles and learning styles in Mississippi (as well as across the nation and most of the world). Factors which now affect the lives of parents and children are dysfunctional families, two working parents, unemployment, illiteracy, and the explosion of hours spent viewing television and using video and computer games among our children regardless of their socioeconomic status. The learning styles of children are no longer based on traditional reading and writing, as was the case 25 years ago. Video viewing sophistication has also increased and changed dramatically in the last decade.

Responding intelligently and effectively to this burgeoning set of demands requires a carefully considered strategy for the use of Mississippi ETV's skills and resources. Although the agency routinely conducts an annual utilization study, reviewing the profile of classrooms that use the network's daytime broadcast schedule, along with the frequency of use of those programs, there has been no comprehensive examination of whether those broadcast offerings appropriately satisfy the most compelling needs of Mississippi--whether, in effect, they constitute the highest and best use of Mississippi ETV's production and broadcast resources.

Accordingly, Mississippi ETV is soliciting proposals for the design and execution of a study of options for the most effective use of the network's daytime broadcast schedule. The study will examine the full range of the state's educational needs and the network's potential for service; various distribution options and their costs, potential audiences, and expected uses. Based upon the data collected, the study will recommend an implementation plan for the 1993-94 academic year.

The general recommendations contained in the study report will be submitted to the MAET Board of Directors for review and action. Special subcommittees of the Board of Directors shall be established to consider individual components of the recommended implementation plan, including review and approval of proposals to conduct this study. Working with agency staff, each subcommittee will review the proposed implementation plan, will consider appropriate modifications, and will submit revisions to the full Board, which will then adopt a final implementation plan. Appropriate legislative education committees' members and the Governor's education advisor will be kept informed and involved.

Upon adoption of the plan, the agency will immediately take steps to begin meeting the requirements of the plan so that it can be fully effective with the fall semester. Board action on the plan will occur by April 1, so that superintendents will have an opportunity to take the new broadcast offerings into account as they plan their fall (1993) offerings.

This request for proposals (RFP) is designed to specifically address three important needs of MAET. A primary need is to determine the instructional television (ITV)/distance learning needs of the education community of the state of Mississippi. The entities to be surveyed will include parents and students at home, day-care facilities, K-12 schools, junior and community colleges, four-year institutions of higher education, and postgraduate training, and special populations, such as GED consumers and persons with literacy problems. A second need is to determine the telecommunication/distance learning resources and aspirations of the various producers and providers in the state. The third task will be to summarize the preceding two tasks into a written report and based on these results develop written recommendations which would position MAET into its highest and best use of its resources while addressing critical educational needs of Mississippi.

The information needed for the first two phases of the study will be collected using several survey research methods: mail surveys, face-to-face interviews, and focus groups. Data gathered by all means must be quantitative and additive so summaries may be made utilizing all data from all survey methods. Two separate surveys will be designed to elicit information for the two distinct needs, as described in the preceding paragraph.

The first survey will establish current and perceived future use of ETV's educational resources, including but not limited to its ITV programming. Examples of these services are ITV workshops, Teletalks, staff development (SEMI) training, and day care center support. Nonusers, as well as current users, must be surveyed to determine reasons for nonuse. Barriers for non or underuse will be identified. Knowledge of the availability of ETV's educational services will be determined. These data will be used to identify and rank present and perceived future needs for educational programming and services which MAET may provide.

A second survey will be designed to gather data on the telecommunications resources and programs available to the state's education community. This will include present and planned future delivery technology (e.g., cable, satellite, fiber optic, ITFS, microwave, etc.), present and planned programming, staff and funding resources available, and institutional/organizational commitment. This data, collected by mail survey and personal interview, will be used to determine present and future direction of other providers in the state and to develop the appropriate course of action for ETV in order to avoid duplication and conflicts in such areas as college course accreditation.

A summary of the survey methods to be employed and the audiences surveyed is shown in Appendix A.

DETAILED RFP REQUIREMENTS

The contractor shall perform the following tasks, exercising effective quality control throughout the project.

Task 1: Planning and management

A contract is to be awarded on or about December 15. Within a week after the award is finalized, the contractor's project director and other appropriate staff will meet in Jackson with MAET staff to review overall contract tasks and to discuss issues related to proposed final study design and other related issues.

During this project the contractor's project director will consult with MAET at least weekly.

To determine the target audience for each of the following three

Tasks (2,3&4), refer to Audience/Survey Method Matrix in Appendix A.

Task 2: Mail survey

The study will involve mail surveys with probability samples of parents, K-12 school personnel (teachers, media specialists, curriculum coordinators, staff development officers, principals, and district superintendents) at both public and private schools, and at-home school parents.

Subtask 2.1: Prepare for survey

The sample sizes must be of sufficient size to provide accurate analysis at the statewide level. The contractor will, with the assistance of MAET staff, develop the survey instrument and distribution and collection processes, and develop a system for safeguarding the confidentiality of survey data. The design and format of all survey materials must be approved by MAET before their use in the survey.

Subtask 2.2: Sampling plan

Within two weeks of the contract award, the contractor shall submit for approval by MAET a detailed plan for sampling the target groups. The sampling plan must yield minimally the number of respondents required to achieve 90 percent confidence intervals. The sampling groups should be representative of the statewide populations on the following domains: place of residence, age, gender, race, and education. School personnel should be representative of rural/urban, elementary/middle/high, and size of student enrollment. The contractor should address the problem and extent of bias that may result from nonresponse and/or refusal and any group under-represented in the data base used for sampling.

Subtask 2.3: Develop the survey instruments

The contractor will prepare a draft of the survey instruments in cooperation with MAET. Survey instruments will be designed for a mail survey and personal interview with different instruments and questions used for each major population. A draft instrument will be pretested by a subsample of the major populations to identify any potential problems.

Subtask 2.4: Develop process for follow-up to ensure target response rates

The contractor will develop appropriate follow-up procedures to ensure the desired response rates for the mail surveys are achieved. The follow-up plan should include development of a timetable for contacts and expected time for response, and a schedule for mail and phone contacts to elicit survey responses.

Subtask 2.5: Conduct survey and tabulate response data

Using the established instruments and procedures described above the contractor will mail the surveys to the participants. Summaries of each question will be made for each of the surveys.

Task 3: Personal interviews

This study will involve face-to-face interviews with administrators, school of education deans, and telecommunications/media center directors at ALL public junior and community colleges, four-year state universities, a sample of postgraduate training facilities (public and private), and a sample of media directors and librarians of middle and secondary schools. Other significant education stakeholders in the state, including but not limited to the Public Education Forum and the Mississippi Economic Council's Education Committee, will be interviewed.

Within two weeks of the contract award, the contractor shall submit for approval by MAET, a detailed schedule for the interviews. Appointments must be made in advance to conduct the interviews. Interviewers must be trained using appropriate survey research interview techniques. Survey instruments (developed in 2.3) will be used for all personal interviews.

All interviews must be completed by February 15.

Task 4: Focus group input

Focus group sessions with both parents and preschool providers will be held at four locations statewide: Jackson, the Delta, northeast, and the Gulf Coast. Procedures and discussion topics will be prepared in advance with the cooperation of MAET staff. Between 10 and 15 participants will be randomly selected for each group to participate in the focus group. Discussions will be recorded (audio), and the contractor will prepare written summaries of all sessions.

Within two weeks of the contract award, the contractor shall submit for approval by MAET a detailed schedule and plan for the focus groups.

Task 5: Town meetings

The contractor will develop a plan and schedule to utilize ETV's Teletalk and other telecommunications mediums to hold live, statewide electronic town meetings for the purpose of developing dialog and support statewide among ETV's varied constituents. A minimum of one town meeting will be held for each of the following groups: parents, K-12 school principals and superintendents, K-12 teachers, and K-12 media specialists and librarians. Discussion topics, promotional/participation plans, and schedule will be prepared in cooperation with MAET's staff. Support and production services will be provided by MAET.

Task 6: Review of educational resources

The contractor will conduct a review of the distance learning and educational video resources that are presently available within Mississippi. The study will begin with a discussion of those offerings currently provided by MAET, along with a brief history of the types of educational programming and staff support the agency has provided (including for-credit courses, videotape enrichment offerings, and staff development and parent-oriented teleconferences). This will include an assessment of the changing styles of ITV programming. The study will then consider those distance learning opportunities provided by other Mississippi agencies. Finally, the study will examine the resources available from leading national distance learning and video providers (such as the Agency for Instructional Technology, the Satellite Educational Resources Consortium, and the South Carolina early childhood consortium).

In examining the availability of distance learning resources, the contractor will consider the use of the full range of technologies, such as open broadcast of live interactive courses, broadcast of taped instruction, ITFS, fiber, and related audioconferencing and computer networking capabilities.

Task 7: Recommendations report

The contractor will submit for MAET review and acceptance a final version of the report on or before March 1, 1993. The report will contain a summary of the procedures used in the mail survey, personal interviews, and the focus group study.

The recommendations report will also discuss in detail the following:

* Detailed summaries of the needs reported by each study group, noting any significant differences among groups. Measurement of needs should be quantified for the results to be empirically useful.

* An inventory of the distance learning resources available from sources within the state and the major distance learning or other educational video sources available from sources outside of Mississippi.

* A summary of the production and technology capabilities of the agency.

* Recommendations for meeting the identified needs through

the maximum effective use of MAET's resources, pursuant to the guidelines outlined below.

Based upon the needs and resources identified in the survey, the report will present a set of recommendations for action by the agency. The recommendations will be prioritized according to the judgments of the contractor. The final decision on the actual priorities adopted by the agency will remain with the MAET Board after further review and consideration.

In developing the recommendations, the contractor will be guided by the need to achieve the highest and best use of those resources that are uniquely MAET's. The recommendations will seek to avoid unnecessary duplication of services currently offered effectively by other state agencies and will focus on those services that MAET is best equipped to offer.

Each recommendation will first identify the need that the recommendation addresses, will describe how the survey results support the need, will explain how the recommendation addresses the need, and will justify the priority accorded the recommendation. Each recommendation must be firmly anchored in the mandate of the agency's authorizing legislation.

To assist the MAET Board in making an informed decision on the recommendation, for each recommendation the contractor will outline the major steps the agency must take to implement the recommendation; the resources currently available to the agency (including broadcast technologies, production capabilities, and staff experience) to carry out the recommendation; and the additional resources, if any, the agency must acquire (including acquisition or production of programming and enhancement of staff expertise) to implement the recommendation. Wherever possible, the recommendation plans should include approximate costs for implementation.

The study's recommendations should provide a plan for ensuring that the agency makes the maximum effective use of its resources in meeting the educational needs of Mississippians.

Task 8: Monitoring and feedback

The contractor will monitor the implementation of the MAET Board's approved educational services initiatives during the first semester of the 1993-94 school year. Attention will be given to the progress made toward the achievement of the desired results of the implemented recommendations. Complete achievement of the objectives is not expected in the short timespan of one semester, but the Board must be assured services are progressing in the proper direction. For this monitoring, input must be gathered from the same audiences identified and surveyed in the needs study.

The contractor must be available to the MAET Board for consultation on implementation and for informal feedback reports through fall semester 1993. An Implementation Report is due January 31, 1994, summarizing the preliminary effects of the new services on the target audiences and making recommendations for possible alterations to the Recommendations Report, submitted earlier.

SUGGESTED
PROJECT TIME LINE

Review of proposed study by MAET Board	Nov. 9, 1992
RFP released	Nov. 15, 1992
Proposals due to MAET	Dec. 1, 1992
Contract awarded	Dec. 15, 1992
Recommendations report due MAET	Mar. 1, 1993
Implementation report due MAET	Jan. 31, 1994

CRITERIA FOR PROPOSAL EVALUATION

A) Quality of Staff

B) Technical/Professional Approach

C) Cost Effectiveness

D) Organizational Capability & Experience

APPENDIX A

AUDIENCE/SURVEY METHOD MATRIX

	SURVEY METHOD		
AUDIENCE	MAIL SURVEY	PERSONAL INTERVIEW	FOCUS GROUPS
NEEDS			
parents	*		*
preschool care providers			*
K-12 schools	*	*	
Jr. & Com Coll		*	
four- yr coll		*	
post grad training		*	
private schools	*		
at-home schools	*		
state agencies		*	
other non-traditional users		*	
RESOURCES & PROGRAMMING			
ETV	*	*	
other St. agencies	*	*	
Jr. & CC	*	*	
Col & Univ	*	*	
private/industry	*	*	

State Network Utilization Study

Update: June, 1993

CONDUCTED BY:
Educational Planners & Evaluators
Monroe, Louisiana
COMMISSIONED BY:
Board of Directors
Mississippi Authority for Educational Television

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STATE NETWORK UTILIZATION STUDY

(As Represented in the MAET Request for Proprosals 12/15/92)

A.

Determine the instructional television ITV/distance learning needs of the education community of the State of Mississippi by surveying:

(a) Parents and students at home (mail)(focus group)(teletalk)
(b) Day care providers (focus group)
(c) K-12 schools (six educator groups; 3 types) (teletalks)(interviews)
(d) Junior and Community Colleges (interviews)
(e) Four - year institutions of higher education (interviews)
(f) Postgraduate training institutions
(g) GED and literacy providers/students (interviews)

B.

Determine the telecommunication/distance learning resources and aspirations of the various producers and providers in the state. Include present and future delivery technology (e.g. cable, satellite, fiber optic, ITFS, microwave, etc.), present and planned programming, staff and funding resources available, and institutional/organizational commitment.

Summarize A and B into a written report with written recommendations which would position MAET into its highest and best use of its resources while addressing critical educational needs of Mississippi.

General recommendations contained in the study report will be submitted to the MAET Board of Directors for review and action. (April 1, 1993) (adj: July, 1993)

Special subcommittees of the Board of Directors shall be established to consider individual components of the recommended implementation plan.
Working with agency staff, each subcommittee will review the proposed implementation plan, will consider appropriate modifications, and will submit revisions to the full Board, which will then adopt a final implementation plan.

Upon adoption of the plan, the agency will immediately take steps to begin meeting the requirements of the plan so that it can be fully effective with the fall semester, 1993.

Contractor will monitor the implementation of the MAET Board's approved educational services initiatives during the first semester of the 1993-94 school year. The Board must be assured services are progressing in the proper direction. For this monitoring, input must be gathered from the same audiences identified and surveyed in the original needs study.

STATE NETWORK UTILIZATION STUDY
* TASK REQUIREMENTS*

TASK 1: PLANNING AND MANAGEMENT
Contract awarded December 15 (actual January 4). Contractor will meet in Jackson with MAET staff to review overall contract tasks and to discuss issues related to proposed final study design and other related issues. Continue to consult with MAET staff weekly. Determine target populations.

TASK 2: MAIL SURVEY
Mail surveys will be conducted with probability samples of parents, K-12 school personnel (teachers, media specialists, curriculum coordinators, staff development officers, principals, and district superintendents) at both public and private schools, and at-home school parents.

Subtask 2:1: Prepare for survey
Sample sizes must be of sufficient size to provide accurate analysis at the statewide level. Contractor will, with the assistance of MAET staff, develop the survey instrument and distribution and collection processes, and develop a system for safeguarding and confidentiality of survey data. Design and format of all materials must be approved by MAET before sending the survey.

Subtask 2.2: Sampling plan
Within two weeks of the contract award, the contractor shall submit for approval by MAET a sampling plan must yield minimally the number of respondents required to achieve 90 percent confidence intervals. (February 1/revised March)

Subtask 2:3: Develop the survey instruments
Design drafts of the survey instruments in cooperation with MAET.

Subtask 2:4: Develop process for follow-up to ensure target response rates
Contractor will develop appropriate follow-up procedures to ensure the desired response rates for the mail surveys are achieved. Follow-up plan includes the development of a schedule for mail and phone contacts to elicit survey responses.

Subtask 2:5: Conduct survey and, tabulate response data
Using the estabished instruments and procedures described above, the contractor will mail the surveys to the participants. Summaries of each question will be made for each of the surveys.

TASK 3: PERSONAL INTERVIEWS
The study will involve face-to face interviews with administrators, school of education deans, and telecommunications media center directors at ALL public junior and community colleges, four-year state universities, a sample of postgraduate training facilities (public and private), and a sample of media directors and librarians of middle and secondary schools. Other significant education stakeholders in the state, including, but not limited to Public Education Forum and the Mississippi Economic Council's Education Committee.
(Agreed by Robert Young/Jody Jaeger in January to conduct telephone interviews instead).

TASK 4: FOCUS GROUP INPUT

Focus group sessions with both parent and preschool providers will be held at four locations statewide: Jackson, the Delta (Clarksdale), northeast (Starkville), and the Gulf Coast (Biloxi & Gulfport). Discussions will be recorded (audio), and the contractor will prepare written summaries of all sessions. (Will be completed by May 15)

TASK 5: TOWN MEETINGS

Contractor will develop a plan and schedule to utilize ETV's Teletalk series to hold live, statewide electronic town meetings for the purpose of developing dialog and support statewide among ETV's varied constituents. A minimum of one town meeting will be held for each of the following groups: parents, K-12 school principals and superintendents, K-12 teachers, and K-12 media specialists and librarians. Discussion topics, promotional/participation plans, and schedules will be prepared in cooperation with MAET's staff. Support and production services will be provided by MAET. (Upon R. Young's recommendation changed to two Teletalk programs)

TASK 6: REVIEW OF EDUCATIONAL RESOURCES

Contractor will conduct a review of the distance learning and educational video resources that are presently available within Mississippi. The study will begin with a discussion of those offerings currently provided by MAET, and include:

* a brief history of the types of educational programming and staff development and staff support the agency has provided. (including for-credit courses, enrichment, staff development and parent-oriented teleconferences)

* an assessment of the changing styles of ITV programming.

* distance learning opportunities provided by other Mississippi agencies.

* resources available from leading national distance learning and video providers. interactive courses, broadcast of taped instruction, ITFS, fiber and related audioconferencing and computer networking capabilities.

TASK 7: RECOMMENDATIONS REPORT

Contractor will submit for MAET review and acceptance a final version of the report on or before March 1, 1993. The report will contain a summary of the procedures used in the mail survey, personal interviews, and the focus group study. (see recommendations report)

TASK 8: MONITORING AND FEEDBACK

Contractor will monitor the implementation of the MAET Board's approved educational services initiatives during the first semester of the 1993-94 school year. Attention will be given toward the progress made toward the achievement of the desired results of the implemented recommendations. Although complete achievement is not expected, the Board must be assured services are progressing in the proper direction. For this monitoring, input must be gathered from the same audiences identified and surveyed in the original needs study.

TASK COMPLETION UPDATE
EDUCATIONAL PLANNERS & EVALUATORS
June 8, 1993

A. Determine the Instructional Television ITV/Distance Learning Needs of the Education Community.

MAIL SURVEYS:

Population	N	Sample	Remarks/Result
(1) *Distance Learning Facilitators*			
Public School Principals (7-12)	451	301	Mailed 2/1/93
Private School Principals (7-12)	77	77	Initial results 3/15/93
Catholic School Principals (7-12)	10	10	R. Young/program decisions made
Totals	538	388	Follow-up postals to orig. sample
			388 mailed, 139 returns (33%)
(2) *Instructional Television Liaisons*	1300	503	Mailed 2/22/93
			Initial results 4/15/93
			Follow-up postals to sample
			503 mailed, 158 returns (32%)
			Grade level results by May 20, 1993

Population	N	Sample	Remarks/Result
(3) Teachers (K-12)	400 schools	1260	Mailed 4/15/93 386 returned to date Expect an excellent return Sent to 420 principals/3 teacher questionnaires from a school. Will separate by major grade levels/programs for ease of program selection.
(4) Parents	n a	n a	Prepared a newspaper survey To be placed in newspapers in June.
(a.) PTA Groups	400	n a	Survey to sample of PTA Regional Directors of 400 local affiliates.
(5) Staff Development Coordinators	153	69	Mailed 4/93 Return of 67 Written results June
(6) Post Graduate Training Institutions	130	35	Mailed 5/93 3 returned as of 5/10/93
(7) Community/Junior Colleges	15	15	Interviews in progress Survey being developed 5/93 "Profile" of each (Part B) will be completed by June 15.

Population	N	Sample	Remarks/Result
(8) Institutions of Higher Learning	8	8	Interviews in progress Survey being developed 5/93 "Profile" of each (Part B) will be completed by June 15.
(9) Early Childhood Providers			
(a) Head Start Directors	34	34	Survey to be mailed in late May
(b) Kindergarten teachers	53	53	Pulled from teacher questionnaire

This information will be used in addition to the Focus Group results.

TELEPHONE INTERVIEWS: (person conducting interviews out of town 5/10/93-, will be updated)

1. Populations identified - January/February
2. Telephone questions approved by MAET - February/March
3. Postals mailed to population sample two weeks prior to calls
4. Our telephone interviewer completed over 55 hours discussing ETV utilization and needs with the following populations during March, April, and May.
5. Final report in progress.

	Population	Sample	Contacted	Results
(1)	Home School Providers	35	35	Complete

Due to "privacy policy", had to conduct survey by telephone after participants agreed to participate after being mailed a request from the "Support Group" headquarters.

	Population	Sample	Contacted	Results
(2)	Literacy providers	8	6	Complete
(3)	Curriculum Coordinators	25	13	Complete

Population	Sample	Contacted	Remarks/Result
Telephone Interviews - con't			
(4) Deans of Schools of Education	8	7	Complete
(5) Deans of Continuing Education	8	5	Complete
(6) State Agency Directors	24	20	Complete
(7) Day Care/Headstart	21	13	Complete
Private/Church	7	4	Complete
(8) Public Education Forum Board	67	15	
(9) MEC Education Committee	10	10	
(10) Superintendents	153	15	
(11) Media Specialists (Middle/Sec)	670	15	

FOCUS GROUPS:

1. Populations identified - January/February
2. Focus group procedures and discussion topics approved by MAET - February/March
3. Letters mailed to identified groups two weeks prior to visits
4. All visits completed in February/March
   Locations: Clarksdale, Starkville, Jackson, Gulfport/Biloxi
5. All proceedings audio recorded.
6. Summary of each session written.
7. Final report available May 15.

Populations	Total Number Attending
Private Day Care Providers	19
Headstart Providers	56
Adult Education/Literacy	15
Parents (out of the above)	65

TELETALKS

Mailed over 1200 post cards announcing TeleTalk. Worked with producer for on-air promos for first TeleTalk. TeleTalk program in May will be advertised through a newspaper ad and on-air promotion.

Populations
Distance Education Facilitators
ITV Liaisons
Parents
Child Care and Head Start Providers
Dates:

April 8, 1993	Distance Education/ITV Topics
May 27, 1993	Parents/Child Care

B. Determine the Telecommunications/Distance Learning Resources and Aspirations of the Various Producers and Providers in the State Including:

- **Present and future technology**
- **Present and planned programming**
- **Staff and funding resources available**
- **Institutional/organizational commitment for technology**

Dr. Savan Wilson is in process of conducting interviews with producers and providers in the State of Mississippi, researching technology trends, and writing a report on this component by July 1, 1993.

*** NOTE: - In some cases, i.e. early childhood providers, we are conducting additional survey techniques than requested in the RFP in order to provide to MAET the most comprehensive data available.
-We are also contacting IHL telecommunications, community college , and state agency personnel with additional techniques (profile), in light of MAET's interest in this area evidenced by the group meetings held by Skip Hinton under contract to MAET in May.

TASK 1
Planning and Management

Upon notice of the contract award, the Project Team met on January 8 and 9, 1993, in Jackson to develop implementation strategies to carry out the comprehensive set of activities given in the proposal. Dr. Wilson had previously discussed the immediate requirements of Mississippi ETV for summer and fall programming with Mr. Jaeger and Dr. Young. Dr. Lester had also met with some of the ITV Educational Consultants concerning their needs, as well.

Dr. Young's first request was to see a Sampling Matrix that would identify the target populations, the sample size of each and the method by which each would be contacted. Another initial request from Dr. Young was to receive information from principals in the State as to their needs for Distance Learning programs for the fall. An additional benefit to MAET is the Project Team's compilation of necessary mailing lists and contacts for each population group.

As can be seen from the Interim Report, a Sampling Matrix was developed and approved and the first survey developed and mailed was the ETV Distance Learning Survey. A short time later, the ITV Representatives Questionnaire was mailed, followed by the K-12 Teachers Questionnaire. Other instrumentation copies, telephone surveys, and Focus Group activities are also highlighted in this Interim Report.

It should be noted that a few of the requested activities in the RFP were negotiated and subsequently approved by Dr. Young and Mr. Jaeger. For example, telephone interviews were substituted for some of the personal interviews, Teletalk programs were substituted for Town Meetings, and Newspaper Surveys were substituted for personal interviews with parents.

The Project Team has met weekly since the first meeting in January, often with one or more members of the ETV staff. We look forward to working with the Board, Ms. White and her staff through the completion of Phase I and into Phase II of the Project. We are convinced that we can provide information to MAET that will allow them to provide the most and best use of Mississippi Educational Television to its patrons and viewers.

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

January 25, 1993

Dr. Robert Young
Mississippi ETV
Division of Distance Learning
3825 Ridgewood Road
Jackson, Mississippi 39211

Dear Dr. Young:

Please find enclosed a proposed sampling design for the ETV Utilization Study. Those samples marked with an asterisk (*) represent a 100 percent sample and will be used for the initial survey to determine the need for distance learning credit courses for Fall, 1993. Those samples not marked with any asterisk will be used in subsequent surveys conducted in February and March.

The size of four populations (**) have not yet been determined due to a lack of definitive data at the state level. The final population, State Department of Education Bureau Directors (***), has not yet been finalized pending feedback from Dr. Brenda Hankins who is responsible for obtaining this information.

Once these latter population figures have been ascertained, I will complete the sampling design matrix and forward it to you.

As a post-script, I have not yet received a copy of the Project contract. It is difficult to continue with the Project without verification of our agreement.

Cordially,

Bob N Cage

Bob N. Cage, Director
Educational Planners and Evaluators

BNC/dm

Encls. (2)

SAMPLING DESIGN
for the
MISSISSIPPI EDUCATIONAL TELEVISION STUDY

1. Target Audience	Population Size	Random Sample Size	Remarks
2. Public School Principals	872	543	
a. Jr. - Sr. High	451**	301*	*Initial survey to obtain needed data for distance learning courses
b. Elementary	632**	242	
3. Private School Principals	121	121	
a. Jr. - Sr. High	77	77*	*Initial survey to obtain needed data for distance learning courses
b. Elementary	44	44	
4. Catholic School Principals	39	39	
a. Jr. - Sr. High	10	10*	*Initial survey to obtain needed data for distance learning courses
b. Elementary	29	29	
5. Postsecondary Vocational Schools	41	41	**These numbers total more than 872 because any school that contained any combination of grades 7-12 (Jr. & Sr. High) or 1-6 (Elementary) was included in each category.
6. Secondary Vocational Schools	91	76	
7. Public School Staff Development Coordinators	153	113	
8. Non-public and Special Schools Staff Development Coordinators	66	66	
9. ITV Representatives	1300	503	
10. Public and Agriculture High School Superintendents	155	113	
11. Mississippi Satellite Schools	144	108	
12. Board of Directors, Public Education Forum	67	67	

13. Mississippi/America 2000 Communities	32	32
14. Mississippi 2000 Steering Committee	30	30
15. Sponsors for Day Care Providers	29	29
16. Adult Education Providers	66	66
17. Junior/Community College Campuses	22	22
18. Mississippi Public Libraries Headquarters	48	48
19. Community College and IHL Libraries	57	57
20. IHL campuses	8	8
21. JTPA Literacy Providers	25	25
22. Home Schoolers	35	35
23. Head Start Directors	21	21
24. PTA/PTO Regional Directors	31	31
25. IHL Telecommunication's	23	23
26. State Department of Education	32	32
27. Post-graduate Training Directors	100	80

POPULATIONS
NUMBER / SAMPLE SIZES

MAIL SURVEYS:

Population	N	Sample	
(1) Distance Learning Facilitators			
Public School Principals (7-12)	451	301	
Private School Principals (7-12)	77	77	
Catholic School Principals (7-12)	10	10	
Totals	538	388	
(2) Instructional Television Liaisons	1300	503	
(3) Teachers (K-12)	400	1260	
(4) Parents	na	n a	(newspaper survey)
(5) Staff Development Coordinators	153	69	
(6) Post Graduate Training Institutions	130	35	
(7) Community/Junior Colleges	15	15	"Profile " of each in progress also interview
(8) Institutions of Higher Learning	8	8	"Profile " of each in progress also interview
(9) Early Childhood Providers			
(a) Head Start Directors	34	34	Survey
(b) Kindergarten teachers	53	53	Pulled from teacher survey

TELEPHONE INTERVIEWS:

*Postals mailed to population sample two weeks prior to calls

*Our telephone interviewer completed over 55 hours discussing ETV utilization and needs with the following populations during March, April, and May.

	Population	Sample	Contacted
(1)	Home School Providers	35	35

Due to "privacy policy", had to conduct survey by telephone after participants agreed to participate after being mailed a request from the "Support Group" headquarters.

Population		Sample	Contacted
(2)	Literacy providers	8	6
(3)	Curriculum Coordinators	25	13
(4)	Deans of Schools of Education	8	7
(5)	Deans of Continuing Education	8	5
(6)	State Agency Directors	24	20
(7)	Day Care/Headstart	21	13
	Private/Church	7	4
(8)	Public Education Forum Board	67	15
(9)	MEC Education Committee	10	10
(10)	Superintendents	153	15
(11)	Media Specialists (Middle/Sec)	670	15

FOCUS GROUPS:

Populations	Total Number Attending
Private Day Care Providers	19
Headstart Providers	56
Adult Education/Literacy	15
Parents (out of the above)	65

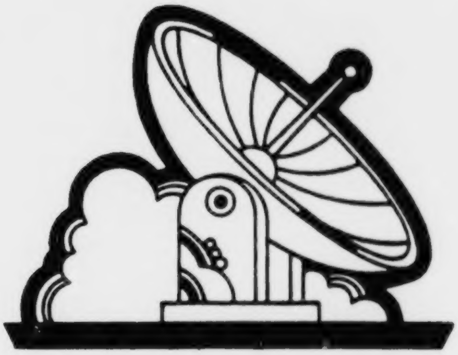
TELETALKS

*Mailed over 1200 post cards announcing TeleTalk.
*TeleTalk programs also advertised through on-air promotion.

Populations
Distance Education Facilitators
ITV Liaisons
Parents
Child Care and Head Start Providers

Dates:		Call-Ins
April 8, 1993	Distance Education/ITV Topics	{15
May 27, 1993	Parents/Child Care	{32

DISTANCE LEARNING SURVEY REPORT



Educational Planners & Evaluators
Monroe, Louisiana

MISSISSIPPI ETV STATE NETWORK UTILIZATION STUDY: SURVEY OF DISTANCE LEARNING POPULATION COMPONENT NUMBER ONE OF FINAL REPORT

Methodology

A survey is presently being conducted by Educational Planners and Evaluators working in conjunction with Mississippi ETV (Appendix A) to determine the following:

1. the educational television (ETV) distance learning needs of the education community;
2. the various distribution options and costs to discern which ETV services are the most effective;
3. the variables that influence effective use of ETV's education services in classrooms; and
4. a review of the instructional television and distance learning resources presently available in Mississippi.

This study is one component of the State Network Utilization Study and determines the needs of the distance learning population. The study utilized a sample of 301 public junior and senior high school principals, representing two-thirds of the total population (N=451), and the total population (N=87) of private and parochial school administrators in

Mississippi. On February 1, 1993, upon approval by Dr. Robert Young, Mississippi ETV Director of Distance Learning, packets were sent by first-class mail to the 388 subjects. Each packet contained the following three items:

1. a cover letter explaining the nature of the survey and presenting instructions for the completion and return of the survey instrument (Appendix B);
2. an ETV Distance Learning Questionnaire (Appendix C) developed by Educational Planners and Evaluators working in conjunction with Mississippi ETV; and
3. a self-addressed stamped envelope for return response.

The data received by March 9, 1993, reflected the responses of 98 participants, and thereby represented a 25% return rate. The collected data were arranged and compiled to provide the following information concerning the utilization of Mississippi ETV services. On March 10, a follow-up postcard was mailed to all principals in the sample, thanking those who had responded and urging those who had not responded to return their survey form. This request garnered only six more responses. The analysis of data from these six additional surveys will be included in the Comprehensive Final Report.

Presentation and Analysis of Data

Subjects Completing Questionnaire

As indicated in Table I, a variety of school personnel which included several combinations of people completed the questionnaire. The majority of questionnaires were completed by principals, while the library/media director was the second most utilized person used in completion of the survey instrument.

Grade Configuration and School Demographics

Although the sample schools were listed as junior and senior high schools in the Mississippi School Directory, the survey reflected the existence of schools which incorporated a variety of grade configurations. As indicated in Table II, most schools matched the normal configuration patterns of 9-12, 7-12, K-12 and K-8. However, several different grade patterns were reported.

The survey also provided information regarding school faculty and student composition. An analysis of data reported by the 98 participating schools indicated that the number of faculty in each school ranged from five to 110 producing a faculty mean of 39. In addition, student enrollment ranged from 130 to 1549 producing a mean of 617 for the participating schools.

Advanced Placement Courses

According to the data, several Advanced Placement (AP) courses were currently offered in the schools. The majority

TABLE I

NUMBER OF SUBJECTS COMPLETING QUESTIONNAIRE BY JOB TITLE

Job Title	Number
Principal	35
Library/Media Director	29
Principal & Library/Media Director	7
Principal & ITV Liaison	5
ITV Liaison & Library/Media Director	4
Library/Media Director & Counselor	3
Distance Learning Coordinator	2
Principal & Distance Learning Coordinator	2
Curriculum Coordinator	1
ITV Liaison	1
Classroom Teacher	1
Para-professional	1
Principal & Curriculum Coordinator	1
Principal & Counselor	1
Classroom Teacher & Teacher Assistant	1
No response	4
Total	98

TABLE II

NUMBER OF SCHOOLS
BY
GRADE CONFIGURATION

Grade Configuration	Number of Schools
9-12	22
7-12	14
K-12	13
K- 8	10
7- 8	8
6- 8	4
6-12	3
11-12	3
12	3
5- 8	2
10-12	2
K, 12	2
7- 9	2
5	1
8	1
8- 9	1
4- 7	1
8-12	1
5-12	1
9-10	1
4- 8	1
K, 8	1
No Response	1
Total	98

of schools offered English courses. This was followed in number by courses in Biology, Calculus, Chemistry, United States History, American Government, and Math I. Five Advanced Placement (AP) courses were available through distance learning this academic year. Calculus was offered by eighteen schools; Chemistry was offered by twelve. Twelve schools offered American History while nine offered Algebra II and three offered Micro Economics. A detailed presentation of the number of Advanced Placement (AP) courses currently offered by the schools participating in the survey is presented in Table III.

Distance Learning Equipment

Forty-four percent (44%) of respondents reported that they possessed adequate equipment to meet the distance learning television needs of all faculty that teach distance learning credit courses. Thirty percent (30%) of respondents indicated a lack of adequate equipment, while twenty-six percent (26%) chose not to respond. These findings suggest that seventy-four percent (74%) of respondents use distance learning courses to some extent, yet twenty-six percent (26%) do not. The number of schools that have distance learning equipment at the building site as well as the types of equipment owned and utilized are presented in Table IV.

In the absence of a satellite dish located at the building site, twenty-four (24) schools accessed a fixed satellite dish elsewhere; twenty-seven (27) schools accessed a steerable dish; and sixty-nine (69) schools accessed a Channel One satellite dish. Of the schools reporting no satellite dish, ninety-six percent (96%) indicated that they would use one if they had it.

The participating schools indicated numerous reasons for not using some distance learning equipment. The majority of schools reported a lack of funds as the primary reason; this was followed by a lack of knowledge concerning

TABLE III

NUMBER OF ADVANCED PLACEMENT (AP) COURSES BY TITLE

Course	Number
English	72*
Biology	30
Calculus**	27
Chemistry**	24
English IV	24
United States History	21
English III	15
American Government**	12
Math I	12
English Literature	9
Physics**	9
Algebra II	6
American History	6
English I	6
English II	6
European History	6
Honors Biology	6
Honors English	6
Honors Social Studies	6
Macro Economics	6
Math	6*
Spanish III	6
Accelerated Algebra I	3
Accelerated English I	3
APAC OM Honors	3
Art IV	3
Challenge/Gifted 6, 7, 8	3
Computer	3
Creative Writing	3
French III	3
Geometry I	3
Honors Algebra II	3
Honors Chemistry	3
Honors MS Government	3
Honors Science	3
Honors Unified Geometry	3
Honors United States History	3
Language Arts	3
Learning Channel	3
Micro Economics**	3
Senior Math	3

* Respondents did not differentiate among levels of English or the various mathematics course offerings.

** Available through distance learning

TABLE IV

TYPES AND NUMBER OF PIECES OF EQUIPMENT OWNED AND USED AT BUILDING SITE

Type	Number at Site	Number Used
Fixed Satellite Dish	60	30
Steerable Satellite Dish	84	84
Channel One Satellite Dish	180	186
Cable Connections	147	162
Televisions	213	222
Videocassette Recorders	201	213
Videocassette Players	159	174
Video Cameras	144	138
Total	1188	1209

available programs. Reasons given for not using some equipment are presented in Table V.

Methods of Receiving Distance Learning Course Information

The survey respondents were asked to prioritize sources of communication concerning distance learning courses. On a given scale with one (1) representing the highest priority and seven (7) representing the lowest priority, respondents were asked to rank three sources of distance learning course information: the Mississippi Department of Education; the

TABLE V

REASONS FOR NOT USING SOME EQUIPMENT BY NUMBER OF SCHOOLS

Reasons	Number of Schools
Lack of Funds	110
Lack of Knowledge about Available Programs	50
Lack of Staff to Operate Equipment	40
Technical Problems	30
Lack of Time	20
Incompatible Schedule Times	10

Mississippi Authority for Educational Television; and the course provider (SERC, Oklahoma State University, etc.). The Mississippi Authority for Educational Television was ranked as their first source of communication followed by the course provider and the Mississippi Department of Education. The means and rank order of distance learning communication sources are presented in Table VI.

The means for the reception of distance learning course information were prioritized by the schools. As indicated in Table VII, as the means of receiving information concerning distance learning courses, use of the Schedule Guide for Distance Learning ranked as the highest priority, while use of the telephone ranked as the lowest priority.

TABLE V

REASONS FOR NOT USING SOME EQUIPMENT
BY
NUMBER OF SCHOOLS

Reasons	Number of Schools
Lack of Funds	110
Lack of Knowledge about Available Programs	50
Lack of Staff to Operate Equipment	40
Technical Problems	30
Lack of Time	20
Incompatible Schedule Times	10

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The means for the reception of distance learning course information were prioritized by the schools. As indicated in Table VII, the means of receiving information concerning distance learning courses, use of the Schedule Guide for Distance Learning ranked as the highest priority, while use of the telephone ranked as the lowest priority.

TABLE VI

MEAN RANK ORDER OF SOURCES FOR COMMUNICATING WITH SCHOOLS

Source	Mean	Rank Order
MAETV	2.720	1st
Course Provider (SERC Oklahoma State, etc.)	3.735	2nd
Mississippi Department of Education	3.884	3rd

TABLE VII

MEAN RANK ORDER OF MEANS FOR RECEIVING INFORMATION ABOUT DISTANCE LEARNING COURSES

Source	Mean	Rank Order
Schedule Guide for Distance Learning	2.807	1st
Personal Letter	2.892	2nd
School Visitation by ETV Consultant	3.646	3rd
Satellite Link Newsletter	3.939	4th
Telephone Call	4.025	5th

Improvement of Distance Learning Course Utilization

Responses from the schools were compiled to determine ways in which Mississippi ETV could improve the utilization of distance learning courses. Three methods were most often suggested. These responses proposed that in order to improve the utilization of distance learning courses, Mississippi ETV could provide the following:

1. assistance in the provision of necessary equipment;
2. assistance with technical aspects; and
3. training for Distance Learning Facilitators.

Furthermore, the participating schools indicated as the least desirable method to improve the utilization of distance learning courses, the creation of a state association of distance learning course users. According to the survey, schools believe that the most appropriate time for distance learning courses is during the morning; this preference was followed respectively by afternoon and noon. These findings are supported by analysis which produced means of 2.037 for morning, 3.875 for afternoon, and 4.403 for noon. Information concerning the methods in which Mississippi ETV can improve the utilization of distance learning courses is presented in Table VIII.

Distance Learning Funding

The surveyed sample believe that distance learning courses could be funded in a variety of ways. The schools

TABLE VIII

MEAN AND RANK ORDER OF METHODS TO ASSIST SCHOOLS IN THE UTILIZATION OF DISTANCE LEARNING COURSES

Method	Mean	Rank
Assist with Providing Necessary Equipment	2.048	1st
Assist with Technical Aspects	2.095	2nd
Provide Training for Distance Learning Facilitators	2.224	3rd
Broadcast Courses Produced by ETV	2.342	4th
Broadcast Courses Produced by Other Source	2.531	5th
Membership Fees (e.g., TI-IN, SERC)	2.667	6th
Serve as State Liaison with National Course Providers	2.765	7th
Provide Additional Print Materials	3.097	8th
Create State Association of Distance Learning Course Users	3.398	9th

reported funding by the State Department of Education as the most appropriate means. This choice was followed respectively by special appropriations from the legislature, the use of money from grants, and by Mississippi ETV. According to the survey, the funding of distance learning courses through the individual school district was ranked as the least favorable response. Means and rank orders of preferred methods to fund distance learning courses are presented in Table IX.

Distance Learning Facilitator Training

The majority of schools responding to the survey consider Mississippi ETV as the primary provider of distance learning facilitator training. The providers with the number of schools indicated were ranked as follows.

1.	Mississippi ETV	n=33
2.	National provider	n=20
3.	School system	n=13
4.	State Department of Education	n=09
5.	Other: Channel One University of Mississippi	n=02

Use of Distance Learning Education

Since Spring, 1989, Mississippi ETV has provided distance learning by satellite. As indicated in Table X, many schools take advantage of courses offered by satellite and open broadcast which would not be available otherwise. Distance learning is especially advantageous for small rural school districts who either do not have access to special subject teachers or have a small number of students who desire advanced courses. At present, student fees for distance learning education are paid by each school district and vary by provider.

TABLE IX

MEAN AND RANK ORDER OF DISTANCE LEARNING COURSE FUNDING METHODS

Funding Method	Mean	Rank
State Department of Education Appropriations	2.048	1st
Special Appropriations from Legislature	2.600	2nd
Grant Appropriations	2.612	3rd
Mississippi ETV Appropriations	3.024	4th
Consortium/Association of Course User Appropriations or Fees	3.299	5th
Private Source Matching Funds	3.819	6th
Business/School Partnership Appropriations	4.036	7th
Appropriations from Other Sources *	4.636	8th
Individual School District Appropriations	5.274	9th

* Other sources include Mississippi 2000, student fees and student tuition.

TABLE X

DISTANCE LEARNING COURSE USAGE AND REQUESTS

Course	Used 92-93	Offer 93-94	Est. # of Students	Offer If Open Broadcast	Of Open Broadcast Requests, New Requests
Algebra II	18	18	441	18	12
American Gov (11-12) AP	12	12	348	15	12
Anatomy & Physiology (10-12)	9	12	285	20	12
Applied Economics	18	18	453	15	12
Art History Appreciation	3	9	210	32	30
Astronomy	0	0	0	9	9
Basic English/Reading (7-8)	24	24	690	48	33
Basic Skills Booster	6	9	610	40	36
Calculus (11-12) AP	18	15	249	18	12
Calculus/Honors (11-12)	0	3	36	15	15
Chemistry (11-12) AP	12	15	252	12	9
Computer Science (11-12)	12	18	675	28	18
Discrete Math	9	6	120	12	12
Elementary Analysis	0	3	45	3	3
Eng. Sec. Lang I	3	6	165	12	8

TABLE X, CON'T

Course	Used 92-93	Offer 93-94	Est. # of Students	Offer If Open Broadcast	Of Open Broadcast Requests, New Requests
Eng. Sec. Lang II	3	6	150	12	8
Eng. Sec. Lang III	3	6	150	12	6
Eng. Sec. Lang IV	3	6	150	9	6
French I	12	9	270	33	26
French II	12	6	159	15	9
French III	3	3	42	6	3
German I	13	12	121	9	9
German II	9	6	33	3	0
Int. Science (8)	9	9	270	24	18
Int. Science (7)	9	9	240	30	21
Japanese I	12	12	255	15	6
Latin I	9	15	110	15	12
Latin II	6	3	24	6	3
Macroeconomics	3	3	10	0	0
Marine Science	0	3	15	9	6
Microeconomics AP	3	6	60	6	0
Physical Science I	12	15	278	18	12
Physics	15	21	160	21	16
Physics AP	9	9	120	12	8
Pre-calculus	12	12	210	24	16

TABLE X, CON'T

Course	Used 92-93	Offer 93-94	Est. # of Students	Offer If Open Broadcast	Of Open Broadcast Requests, New Requests
Probability and Stat	6	6	15	21	21
Psychology	6	12	200	21	16
Russian	6	6	30	9	6
Science & Math Enrichment	6	9	180	40	33
Sociology	3	3	20	15	15
Spanish I	24	30	300	36	24
Spanish II	12	18	240	30	26
Spanish III	3	3	28	9	6
Trigonometry	12	9	120	15	9
World Geography (other)	3	3	10	5	5

Course Needs for Distance Learning Education

Data regarding distance learning curriculum needs of the schools participating in the survey were collected. These data, presented in Table X, were based upon sample population responses which were inferred to the total population of schools in Mississippi.

The last column of Table X reflects the number of new requests for programs. Based on the number of new requests for programs and on the high interest of programs available on open broadcast from Mississippi TV and not by satellite, one can infer that the open broadcast of courses will encourage a higher use of distance learning programs. However, the question of whether some schools would actually pay the per student cost to the provider or would only use some programs for remediation or enrichment has not been addressed. The need for content appears to be more important than the fact that a teacher may be available only through distance learning education. The ten courses most requested are listed in Table XI.

The most requested distance learning foreign language course is Spanish I, followed by Spanish II. There is considerable interest in the open broadcast of

TABLE XI

NUMBER OF STUDENTS AND SCHOOLS TO BE SERVED BY PROGRAM TITLE

	Program Title	Used 92-93	Offer 93-94	Est. Students	Open ETV	New Users
1.	Basic English/ Reading	24	24	690	48	33
2.	Spanish I	24	30	300	36	24
3.	Basic Skills Booster	6	9	610	40	36
4.	Spanish II	12	18	240	30	26
5.	Computer Science	12	18	675	28	18
6.	Science & Math Enrichment	6	9	180	40	33
7.	Applied Economics	18	18	453	15	12
8.	Algebra II	18	18	441	18	12
9.	Calculus (AP)	18	15	249	18	12
10.	Japanese	12	12	255	15	6

Spanish programs although all schools using the course this year had to do so by satellite. Japanese is ranked as the third most requested foreign language distance learning program.

As also reflected in Table X, for the 7th and 8th grades, Basic English/Reading is the most often requested program followed by 7th and 8th grade Integrated Science programs. In conjunction with Integrated Science, a well-developed training package is provided.

Various distance learning courses provide schools with additional means to meet present and future national and societal expectations. For example, the Integrated Science series, Science and Math Enrichment, Computer Science, Algebra and Calculus correspond with Goal 4 of America 2000 and Mississippi 2000, and exemplify MAETV goals. It appears that schools are beginning to discover that distance learning courses may be used to satisfy requirements and/or expectations that were once not within reach of smaller and/or less affluent districts. The Corinth School District plans to offer Calculus as a national SERC course as early as next year, for example.

Comments and Opinions

In order to gain a better understanding of the needs and expectations of the education community, the survey instrument provided an opportunity for participating schools to submit comments, concerns and opinions regarding any item in the survey instrument and/or distance learning in general. The following quotations are the comments received in the survey.

1. It is the opinion of the administrator of this school that the programming be used to support the curriculum as taught by a certified teacher in that subject.
2. We would like to begin a program. We have very limited funds and I have limited time.
3. We are very interested in providing distance learning courses for our junior high students. Our curriculum needs this expansion and we are working hard to get this dimension.
4. I am interested in learning how distance learning is used in the classroom. Is a certified teacher needed in the classroom?
5. There is not enough training in the area of distance learning.
6. We are not presently offering any credit distance learning courses at our school. We do not anticipate offering any during the next school year.

Summary and Recommendations

Summary of Findings

Data collected by the survey resulted in several findings which can serve as a foundation for decisions concerning schools access to and use of distance learning courses.

According to the data from the survey, forty-four percent (44%) of the respondents have adequate equipment to meet distance learning television needs, and thirty percent (30%) lack adequate equipment. Therefore, seventy-four percent (74%) of the respondents have the equipment necessary to utilize distance learning education to some extent. The majority of schools report a lack of funds and the lack of knowledge concerning available programs as the primary reasons for not using some distance learning equipment.

Schools are interested in MAETV assuming a larger and broader role in distance learning. Respondents gave ETV as their first source of communication regarding distance learning education. Additionally, to improve the utilization of distance learning education, schools indicated that ETV should assist in providing necessary equipment, in explaining the technical aspects regarding the equipment, and in training the distance learning facilitators. Funding by the State Department of Education was indicated as the most appropriate means for financing distance learning education.

According to schools, the ETV Schedule Guide for Distance Learning is the most valuable source of distance learning information, and morning is the most appropriate time to schedule distance learning courses. Spanish was the most popular foreign language course in the 1992-93 academic year and is the most requested course to by offered through distance learning education next year. This course request was followed by computer science, mathematics, science and economic courses. English/Reading and Integrated Science were the most often requested courses for the junior high level.

Recommendations for Distance Learning Education

MAETV should air programs which are "live and interactive" at specific times determined by the course provider. Proper scheduling is vital to the increased utilization of distance learning education. For example, Spanish I could be aired next year and Spanish II either the following year or during the second semester next year at pre-established times. Calculus, Physics, or Algebra II could also be aired at their scheduled times.

Additional programs which could be aired anytime or made available on tape should be considered for block feed. Based on the collected information, Mississippi ETV should consider purchasing the rights to the following courses and delivering them in a block feed.

1. Basic English/Reading
2. Interactive Science 7 & 8
3. Basic Skills Booster
4. Science and Math Enrichment
5. Computer Science

Additionally, all schools should know how to receive these and other distance learning courses by satellite. Schools also need assistance in increasing their contact with other schools concerning distance learning activities. MAETV could provide this assistance. Mississippi ETV should also increase its service as a "broker" and clearinghouse of distance learning courses. ETV has the capability to access distance learning courses from numerous distributors.

At present, there seems to be the misconception that Mississippi ETV can only handle SERC programming.

Some distance learning programs are now being purchased directly by school districts, thereby circumventing Mississippi ETV services. In response, Mississippi ETV should continue to encourage wide use of distance education programs as needed by individual schools with satellite dishes and perhaps retain selected programs for open broadcast that best meet the needs of schools without satellite capabilities. In essence, the "open broadcast schedule" can be limited without limiting individual schools with satellite dishes.

APPENDIX A

The following Mississippi Educational Television personnel evaluated the draft copy of the Distance Learning Questionnaire developed by Educational Planners and Evaluators and made appropriate changes.

1. Jody Jaeger, Executive Director
2. Sarah White, Station Manager
3. Robert Young, Director of Distance Learning
4. James Sweeney, Technical Specialist
5. Lucy Ferron, Educational Consultant

APPENDIX B

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

February 1, 1993

Dear Principal,

The Mississippi Authority for Educational Television has contracted with Educational Planners and Evaluators (EPE) of Monroe, Louisiana to conduct an ETV utilization study. The first phase of the study is to ascertain your school's use and/or need for distance learning credit courses. We also hope to gain a sense of your feelings about how ETV services can be improved. Your responses on this questionnaire will be very valuable to the decisions affecting future programming and funding of educational and instructional television in Mississippi.

To make the most useful distance learning courses available to schools in time for the next school year, it is extremely important that you return the questionnaire by February 11, 1993. When you and your staff have completed the questionnaire, place it in the pre-addressed, stamped envelope and return it to EPE in Monroe. Your responses will remain confidential and will become a part of the aggregate totals in the report. If you should have any questions about the study, please call Dr. Brenda Hankins at 362-8715 in Jackson.

Thank you in advance for your time and your response.

Sincerely,

Bob N. Cage

Bob N. Cage, Director
Educational Planners and Evaluators

BNC/bh

ETV Distance Learning Survey

Please have the people, including yourself, who are most familiar with the distance learning needs of your school to complete this questionnaire. The needs of your school should be reflected only on this one questionnaire, even though more than one person may be involved. Thank you all for your assistance.

1. Please check positions of all people completing the questionnaire.

____Principal
____Distance Learning Coordinator
____Curriculum Coordinator
____ITV Liaison
____Library/Media Director)
____Counselor
____Classroom Teacher
____Para-professional
____Other (Please Identify)
____

2. Please circle which grades are included in the school.

K 1 2 3 4 5 6 7 8 9 10 11 12

3. How many faculty are in the school? ________

4. How many students are in the school? ________

5. Which Advanced Placement (AP) courses are offered in the school?

____

____

6. Do you have enough equipment to meet the distance learning television needs of all faculty who teach distance learning credit courses? ____**Yes** ____**No**

7. A. Which of the following distance learning equipment do you have at your building site? Mark **X** in column **a**.

B. Which of the following distance learning equipment are you presently using? Mark **X** in column **b**.

a	**b**		**a**	**b**	
____	____	Fixed satellite dish	____	____	Television set(s)
____	____	Steerable satellite dish	____	____	Videocassette recorder(s)
____	____	Channel One satellite dish	____	____	Video cassette player(s)
____	____	Cable connection(s)	____	____	Video camera((s)

C. If you do not have a satellite dish at your building, do you have access to one in your district? ____**Yes** ____**No**

If Yes, what kind? (circle one) **Fixed** **Steerable** **Channel One**

D. If you do not have any satellite dish, would you use one? ____**Yes** ____**No**

8. If you are not using some equipment listed in #7A, why not?

____Technical problem
____Lack of funds
____Lack of time
____Lack of knowledge about available programs
____Lack of staff to operate equipment
____Other ________________________

9. Please indicate on the scale from (1) highest to (7) lowest the priority of the **sources for communicating** with you about distance learning courses. Please circle the appropriate number.

A. **Mississippi Department of Education**

Highest						Lowest
1	2	3	4	5	6	7

B. **Mississippi Authority for Educational Television**

Highest						Lowest
1	2	3	4	5	6	7

C. **The course provider (SERC, Oklahoma State University, etc.)**

Highest						Lowest
1	2	3	4	5	6	7

10. Please indicate on the scale from (1) highest to (7) lowest the priority of the **means for receiving information** about distance learning courses. Please circle the appropriate number.

A. **Personal Letter**

Highest						Lowest
1	2	3	4	5	6	7

B. **Satellite Link Newsletter**

Highest						Lowest
1	2	3	4	5	6	7

C. **Schedule guide for distance learning**

Highest						Lowest
1	2	3	4	5	6	7

D. **Telephone call**

Highest						Lowest
1	2	3	4	5	6	7

Means for receiving information (continued)

E.

School visitation by ETV consultant

Highest 1 2 3 4 5 6 7 **Lowest**

F.

Other (Please identify) ______________________________

Highest 1 2 3 4 5 6 7 **Lowest**

11. Please indicate on the scale from (1) highest to (7) lowest the priority of the best way **ETV can assist you in utilizing distance learning courses**. Please circle the appropriate number.

A.

Create a state association of distance learning course users

Highest 1 2 3 4 5 6 7 **Lowest**

B.

Serve as state liaison with the national providers of courses

Highest 1 2 3 4 5 6 7 **Lowest**

C.

Provide training for distance learning facilitators

Highest 1 2 3 4 5 6 7 **Lowest**

D.

Assist with technical aspects

Highest 1 2 3 4 5 6 7 **Lowest**

E.

Assist in providing necessary equipment

Highest 1 2 3 4 5 6 7 **Lowest**

F.

Membership fees (e.g., TI-IN, SERC's fee)

Highest 1 2 3 4 5 6 7 **Lowest**

Way ETV can assist you in utilizing distance learning courses (continued)

G. **Broadcast courses generated by another source**

Highest						Lowest
1	2	3	4	5	6	7

H. **Broadcast courses produced by ETV**

Highest						Lowest
1	2	3	4	5	6	7

I. **Provide additional print materials (Please identify)_________**

Highest						Lowest
1	2	3	4	5	6	7

12. Please indicate on the scale from (1) highest to (7) lowest the priority of the best way of **funding distance learning courses**. Please circle the appropriate number.

A. **Paid by State Department of Education**

Highest						Lowest
1	2	3	4	5	6	7

B. **Paid by Mississippi Educational Television**

Highest						Lowest
1	2	3	4	5	6	7

C. **Paid by a consortium/association of course users**

Highest						Lowest
1	2	3	4	5	6	7

D. **Paid through grant money**

Highest						Lowest
1	2	3	4	5	6	7

E. **Paid by special appropriations from the legislature**

Highest						Lowest
1	2	3	4	5	6	7

Way of funding distance learning courses (continued)

F. **Paid with matching funds from private sources**

Highest 1 2 3 4 5 6 7 **Lowest**

G. **Paid by the individual school district**

Highest 1 2 3 4 5 6 7 **Lowest**

H. **Paid through business/school partnerships**

Highest 1 2 3 4 5 6 7 **Lowest**

I. **Other (Please identify)**____________________________

Highest 1 2 3 4 5 6 7 **Lowest**

13. Please indicate on the scale from (1) highest to (7) lowest the priority as to **when you would like distance learning courses offered**. Please circle the appropriate number.

A. **Morning**

Highest 1 2 3 4 5 6 7 **Lowest**

B. **Noon**

Highest 1 2 3 4 5 6 7 **Lowest**

C. **Afternoon**

Highest 1 2 3 4 5 6 7 **Lowest**

14. Who provides training for your distance learning facilitator? Check all that apply.

____The school system
____The national provider
____Mississippi ETV
____State Department of Education
____Other (Please identify)____________________

15. Please attach comments you have concerning any item on the survey.

16. Please complete the columns beside the course listings. Courses are listed in alphabetical order.

Distance Learning Courses offered during the 1992-93 academic year (grade level)	Courses used this year. Mark with an **X**.	Write **YES** beside the courses you expect to offer next year.	Estimated no. of students who would enroll next year.	Which courses would you offer if Open Broadcast*. Mark with an **X**.
Algebra II				
American Government (11-12) - AP				
Anatomy & Physiology (10-12)				
Applied Economics				
Art History/Appreciation				
Astronomy				
Basic English/Reading (7-8)				
Basic Skills Booster				
Calculus (11-12) - AP				
Calculus (11-12) - Honors				
Chemistry (11-12) - AP				
Computer Science I (11-12)				
Discrete Math				
Elementary Analysis (11-12)				
English Second Language I				
English Second Language II				
English Second Language III				
English Second Language IV				
French I				
French II				
French III				
German I				
German II				
Integrated Science (7)				
Integrated Science (8)				
Japanese I				
Latin I				
Latin II				
Macroeconomics (11-12) - AP				
Marine Science				
Microeconomics (11-12) - AP				
Physical Science I				
Physics				
Physics (11-12) - AP				
Pre-Calculus: Trig/An Geom (11-12)				
Probability & Statistics				
Psychology				
Russian				
Science & Math Enrichment				
Sociology				
Spanish I				
Spanish II				
Spanish III				
Trigonometry				
Other				

*"Open Broadcast" means programs aired in the Mississippi ETV schedule

17. Please list any other credit courses that you would like to have offered through distance learning.

APPENDIX C

HOW TO GET SATELLITE-DELIVERED INSTRUCTION WITHOUT A DISH

Mississippi ETV will make available 4 satellite-delivered student courses to schools in the state without satellite downlink equipment by "open broadcasting" these classes on the ETV Network. Registration fees must still be paid in order for students to participate and receive Carnegie unit credit. Student courses to be open broadcast for the 1993-94 school year are:

CALCULUS Monday, Wednesday, Friday 11:00 - 11:50 am
INTEGRATED SCIENCE 7 Tuesday 8:00 - 9:00 am
INTEGRATED SCIENCE 8 Thursday 8:00 - 9:00 am
SPANISH I Tuesday, Thursday 12:30 -1:15 pm

Calculus and Integrated Science 7 & 8 are produced for SERC (the Satellite Educational Resources Consortium). Registration is handled through the Division of Distance Learning at Mississippi ETV. Contact Lucy Ferron, Satellite Learning Coordinator, at 1-800-922-9698 (Jackson area phone 982-6565) for more information about these or other distance learning courses.

Spanish I is produced by the Educational Communications Center at Kansas State University. For information about this course or to register, call ECC/KSU at 1-800-533-6036.

As a service to all schools involved in distance learning, Mississippi ETV will provide training for classroom facilitators on August 10 in Jackson.

Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

February 22, 1993

Dear ITV Representative,

The Mississippi Authority for Educational Television has contracted with Educational Planners and Evaluators (EPE) of Monroe, Louisiana to conduct an ETV utilization study. This phase of the study is to ascertain your school's use and/or need for ITV and related programming. We also hope to gain a sense of your feelings about how ETV services can be improved. Your responses on this questionnaire will be used in decision making affecting future programming, scheduling, and support services of educational and instructional television in Mississippi.

To make the most useful programming available to schools in time for the next school year, it is extremely important that you return the questionnaire by March 10, 1993. When you have completed the questionnaire, place it in the pre-addressed, stamped envelope and return it to EPE in Monroe. Your responses will remain confidential and will become a part of the aggregate totals in the report. If you should have any questions about the study, please call Dr. Savan Wilson at 266-4359 or 266-4357 in Hattiesburg.

Thank you in advance for your time and your response.

Sincerely,

Bob N. Cage
Bob N. Cage, Director
Savan W. Wilson
Savan W. Wilson, Field Coordinator

ITV Representative Questionnaire

General Information

School:____________________________ Circle grades in the school: K 1 2 3 4 5 6 7 8 9 10 11 12

How long have you been the ITV Representative in this school? ______ yrs. What other position in the school do you hold? Check one:
_____Certified Library Media Specialist
_____Administrator
_____Counselor
_____Teacher
_____Paraprofessional
_____Other (please identify: ______ ________________________)

Do you have a district library supervisor? (YES) (NO) A district media center? (YES) (NO)

Is taping done at (Check One) ____ the District Office _____the school site _____at both sites?

Number of teachers in this school:_____________ Number of students in this school:______________

Reception (Please circle the correct answer)

1. Does your school currently receive the Mississippi ETV signal? (YES) (NO) If yes, how do you receive the signal? (ANTENNA) (CABLE-TV)

2. Does your school have a satellite dish(es)? (YES) (NO) How many?________
   a. Was it obtained from Whittle Channel 1? (YES) (NO)
   b. Was it purchased with school district money? (YES) (NO)
   c. Was it obtained through the STAR schools program? (YES) (NO)
   d. Was it obtained from another source? (YES) (NO) If yes, please identify source:__________________

Equipment

3a. Total number of TV sets in your school: _______ 3b. Number mounted on walls in classrooms:_______

4a. Total number of Video Players (play only):____________ 4b. Number of video players permanently assigned to classrooms:_______

5a. Total number of Video Recorders:____________ 5b. Number of Video Recorders that record variable lengths:_______ (i.e., SP (standard play) LP (long play) EP (extra long play), or similar)

6. Number of timer-activated VCR's available in the school:_________

7a. Number of Laserdisc Players:__________ 7b. Number of CD-ROM Players:________
7c. Number of camcorders:_________ 7d. Number of television/VCR combination sets:_________

Utilization

8. Please estimate the number of classroom teachers in your school who use ITV on a regular basis (at least 3 times a month):___________

9. Do you have enough video equipment to meet the needs of all faculty? (YES) (NO)

10. Which of the following best describes your attitude toward ITV as an instructional tool?
    ____a. Very effective
    ____b. Moderately effective
    ____c. Neither effective nor ineffective
    ____d. Relatively ineffective
    ____e. Not effective at all

11. Are teachers in your school using Mississippi ETV programming more or less than they have in the past three years? (MORE) (LESS) If less, please check all reasons that apply:

___a. No programs of interest
___b. Difficulty in taping off air
___c. Not enough vcr's and tv's
___d. Time of broadcast
___e. Did not know what was available in the subject area
___f. Not enough time to teach and use programs
___g. Fewer programs available
___h. Other____

12. What is the approximate total number of videotapes available in your tape library?_______

a. Percentage taped from Mississippi ETV:_____
b. Percentage taped from other channels:______
c. Percentage purchased from commercial sources:____
d. Percentage from other sources:_____

13. Check the different ways you now acquire instructional video resources:

____a. Use at time of broadcast
____b. Off-air broadcast taped from Mississippi ETV for later use
____c. Off-air broadcast taped from other channels for later use
____d. Tape(s) purchased from ETV
____e. Whittle educational programming (Channel 1___; Classroom Channel___; Educators Channel___)
____ f. Purchase of commercial videotapes (National Geographic, Scholastic, etc.), not from ETV
____g. Other:____

14. Please rank in priority order the method of program delivery you prefer: (1=Highest, 8=Lowest)

____a. Broadcast during day, one program per week (traditional)
____b. Use tapes bought from ETV
____c. Broadcast in two-hour block feed for taping during school day (elementary) Suggested time:______
____d. Broadcast in two-hour block feed for taping during school day (secondary) Suggested time:_______
____e. Broadcast in block feed periods for taping between midnight and 6:00 AM >>> If you marked "d", check one of the following: __ 2 hr block preferred __ 4 hr block preferred __ 6 hr block preferred
____ f. Mix of both traditional feed and block feed
____g. Use of special request block feeds (When?____)
____h. Other:____

15. How have block feeds affected the availability of ITV programs in your school?

____ a. More available
____ b. Same
____ c. Less available
____ d. Don't know

16. If block feeds present a problem at your school, please rank order the following reasons (1=Greatest, 9=Least), both for Day Feeds and for Night Feeds. If block feeds are not a problem, go to the next question.

DAY BLOCK FEEDS		NIGHT BLOCK FEEDS
_____	a. Time not convenient for taping	_____
_____	b. Not enough equipment with timers	_____
_____	c. Difficulty in setting the timers correctly	_____
_____	d. Not enough blank tapes available	_____
_____	e. Equipment locked up	_____
_____	f. Not enough personnel available to tape programs off air	_____
_____	g. Prefer to monitor when taping	_____
_____	h. Broadcast too late in the year to use effectively	_____
_____	i. Other___________________________________	_____

17. How helpful has the ETV service of selling duplicated tapes been in making ITV programs available in your school?

____a. Very helpful
____b. Helpful
____c. Somewhat helpful
____d. Not helpful
____e. Don't know

18. If use of the ETV service of selling duplicated tapes is a problem, please rank order the following reasons (1=Greatest, 6=Least). If not a problem, go to the next question.

____a. Did not know there was a tape duplication service available
____b. Not easy to order
____c. Difficult to obtain funding from school/district
____d. Teachers do not request programs available
____e. Copyright restrictions
____f. Other:____________________________________

19. If district funds were available in May or June of 1993 to purchase ETV tapes, what series, programs, or topics would you choose? ____
____

20. Rank in priority order the most effective sources for receiving information about ETV programming (1=Most Effective, 6=Least Effective):

____a. ITV Resource Catalog
____b. The I.T.V. Newsletter
____c. The I.T.V. - F.Y. I. Program (aired weekly)
____d. Mississippi ETV Times (primetime/weekends)
____e. ITV Schedule Update
____f. Other____________________________________

21. Rank in priority order the most effective ways for Mississippi ETV to learn about your needs. (1=Most Effective, 9=Least Effective)

____a. State ITV Advisory Council meeting (held in Jackson)
____b. Regional ITV Advisory Committee meetings (held in 5 areas of State)
____c. TeleTalks
____d. LAMP tour (held in Fall)
____e. Annual needs assessments/surveys
____f. School visitation by an ETV/ITV Consultant
____g. ITV Representatives Round-up
____h. On-site ETV Staff Development Workshop
____i. Other:____________________________________

22. How can ETV solicit your input in the selection of new programming available nationally? Check all that apply:

____a. Send printed material for review
____b. Provide preview opportunities via schedule broadcasts
____c. Conduct statewide meetings
____d. Other:____________________________________

23. How do your teachers access the ITV Resource Catalog of current program listings? Check all that apply:

____a. A copy is provided for each teacher
____b. A copy is provided for each department/grade chair
____c. A copy is available in the media center
____d. The ITV Resource Catalog is not available in my school
____e. Other:____________________________________

24. By what month would you like to receive the ITV Resource Catalog of program listings?_____________

25. Are the student supplements that are available for some programs beneficial? (YES) (NO)

26. Is the curriculum correlation section in the ITV Resource Catalog helpful? (YES) (NO)

27. How many copies of the ITV Resource Catalog do you need for your school? ________1 per school
______ 1 per teacher _______1 per 4 teachers ________ 1 per 6 teachers

28. If the supply of ITV Resource Catalogs is limited, would you be willing to pay a small fee for additional copies? (YES) (NO)

29. Do teachers in your school use Teacher Guides for program series?

___a. Use regularly
___b. Use occasionally
___c. Use rarely
___d. Do not use >>> If you marked "c" or "d", why not?

____ a. Not available
____ b. Cost
____ c. Do not know how to obtain
_____d. Format
_____e. Do not have current order form
_____f. Other:_________________________

30. Rank order the following in-service needs that are of interest to you: (1=Highest, 8=Lowest)

_____a. Programming a VCR
_____b. Trouble-shooting VCR equipment
_____c. Integrating ITV programs in selected curriculum areas
_____d. Copyright issues
_____e. Critical viewing skills
_____f. Trends in technology
_____g. Distance learning by satellite
_____h. Other:____

31. Are you interested in live broadcast of special events such as Gubernatorial Inauguration, World's Greatest Concert, Sky Bridges, Shuttle Launch, Under Sea Exploration, America 2000, and Mississippi 2000? (YES) (NO)

32. Would you like to have access to an ETV electronic bulletin board? (Each school would have to have a microcomputer of any kind and a modem.) (YES) (NO)

33. A new national computer-based information system allows teachers and librarians to correlate educational television programs (and even segments within programs) to subject matter areas and to instructional goals within those areas. The system could also contain Mississippi ETV's complete broadcast schedule, detailed descriptions of individual programs, off-air record rights information, and ancillary print material information. Each participating school would need a microcomputer (any kind) and a modem.

a. Would you like to have access to an information system like the one described above? (YES) (NO)

b. If such a system were available, do you think teachers in your school would use it? (YES) (NO)

c. Would your school be willing to pay a subscription fee to belong to this system? (YES) (NO)

In order to answer **question 34**, please review the current daytime ITV/Distance Learning broadcast schedule of Mississippi ETV shown to the right.

ITV/Distance Learning
Week•At•A•Glance

<table>
<tr><th></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td>6:00 a.m.</td><td>GED</td><td>FARMWEEK</td><td colspan="3">LEARN TO READ</td></tr>
<tr><td>6:30</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>6:45</td><td colspan="5">AM WEATHER</td></tr>
<tr><td>7:00</td><td colspan="5" rowspan="2">SESAME STREET</td></tr>
<tr><td>7:30</td></tr>
<tr><td>8:00</td><td rowspan="2">IN SCHOOL EARLY CHILDHOOD</td><td colspan="3" rowspan="2">DISTANCE LEARNING CLASS
WORLD GEOGRAPHY – HONORS</td><td rowspan="2">IN SCHOOL EARLY CHILDHOOD</td></tr>
<tr><td>8:30</td></tr>
<tr><td>9:00</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>9:15</td><td>ITV-FYI</td><td colspan="3">DISTANCE LEARNING CLASS - SCIENCE 7</td><td>ITV-FYI</td></tr>
<tr><td>9:30</td><td rowspan="4">Elementary Block Feeds</td><td colspan="3" rowspan="4">ELEMENTARY ITV PROGRAMMING</td><td rowspan="4">Elementary Block Feeds</td></tr>
<tr><td>9:45</td></tr>
<tr><td>10:00</td></tr>
<tr><td>10:30</td></tr>
<tr><td>11:00</td><td colspan="5">LAMBCHOP'S PLAYALONG</td></tr>
<tr><td>11:30</td><td colspan="5" rowspan="2">SESAME STREET</td></tr>
<tr><td>12:00</td></tr>
<tr><td>12:30 p.m.</td><td colspan="3">GED</td><td colspan="2">LEARN TO READ</td></tr>
<tr><td>1:00</td><td rowspan="2">DISTANCE LEARNING JAPANESE</td><td rowspan="2">STAFF DEVELOPMENT</td><td rowspan="2">DISTANCE LEARNING JAPANESE</td><td rowspan="2">STAFF DEVELOPMENT</td><td rowspan="2">DISTANCE LEARNING JAPANESE</td></tr>
<tr><td>1:30</td></tr>
<tr><td>2:00</td><td colspan="2">FRENCH IN ACTION</td><td rowspan="2">TELETALK</td><td colspan="2">FRENCH IN ACTION</td></tr>
<tr><td>2:30</td><td colspan="2">READING RAINBOW</td><td colspan="2">READING RAINBOW</td></tr>
<tr><td>3:00</td><td colspan="2">SQUARE ONE</td><td>ITV SPECIAL</td><td colspan="2">SQUARE ONE</td></tr>
<tr><td>3:30</td><td colspan="5">BARNEY & FRIENDS</td></tr>
<tr><td>4:00</td><td colspan="5">MR. ROGERS</td></tr>
<tr><td>4:30</td><td colspan="5" rowspan="2">SESAME STREET</td></tr>
<tr><td>5:00</td></tr>
<tr><td>5:30</td><td colspan="5">WHERE IN THE WORLD IS CARMEN SANDIEGO</td></tr>
<tr><td>6:00</td><td colspan="5"></td></tr>
</table>

34a.

In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate.

34b.

In **Section II** of the matrix below, place a check in one of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program.

	SECTION I	SECTION II (Check only ONE Column)		
PROGRAM	Scheduled Broadcast Time Is Appropriate	Amount of Broadcast Time Is Appropriate	More Broadcast Time Is Needed	Less Broadcast Time Is Needed
1. GED	1.	1.	1.	1.
2. Farmweek	2.	2.	2.	2.
3. Learn to Read	3.	3.	3.	3.
4. CNN Newsroom	4.	4.	4.	4.
5. AM Weather	5.	5.	5.	5.
6. Sesame Street	6.	6.	6.	6.
7. In School Early Childhood	7.	7.	7.	7.
8. World Geography--Honors	8.	8.	8.	8.
9. ITV-FYI	9.	9.	9.	9.
10. Science-7	10.	10.	10.	10.
11. Elementary Block Feed	11.	11.	11.	11.
12. Elementary ITV Programming	12.	12.	12.	12.
13. Lamb Chop's Play Along	13.	13.	13.	13.
14. Japanese	14.	14.	14.	14.
15. Staff Development	15.	15.	15.	15.
16. French in Action	16.	16.	16.	16.
17. TeleTalk	17.	17.	17.	17.
18. Reading Rainbow	18.	18.	18.	18.
19. Square One	19.	19.	19.	19.
20. ITV Special	20.	20.	20.	20.
21. Barney & Friends	21.	21.	21.	21.
22. Mr. Rogers	22.	22.	22.	22.
23. Where . . . is Carmen SanDiego	23.	23.	23.	23.

35. The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Art				
The Art Chest (1-2)				
The Art Maker (4-6)				
Art of the Western World (10-12)				
Images & Things (5-8)				
Career Education				
ACTion Challenge: Doing Your Best on the ACT (9-12)				
Bread & Butterflies (4-6)				
It's Your Future (10-12)				
Economics and Consumer Education				
Economics USA (10-12)				
Give & Take (7-9)				
Pennywise (1-3)				
Trade-Offs (4-7)				
Understanding Taxes (10-12)				
Foreign Language				
Amigos (K-2)				
French in Action (10-12)				
Parlez-Moi I (9-12)				
Health				
All About You (1-2)				
The Body Works (4-6)				
Cincinnati Bones and the Treasure of Health (1-6)				
The Clyde Frog Show (1-3)				
Eat Well, Be Well (1-4)				
Growing Up, Growing Older (5-6)				
Inside/Out (3-5)				
The Inside Story with Slim Goodbody (3-5)				
Just for Me (2-4)				
Soup-to-Nuts (7-9)				
Your Choice . . . Our Chance (5-6)				
Language Arts/Communication Skills				
Cursive Handwriting (2-3)				
Edit Point (9-12)				
Elementary Language Skills (3-5)				
The Letter People 1 (1-3)				
The Letter People 2 (1-3)				
The Magic Place (K)				
The Survivor's Guide to Learning (9-12)				
Thinkabout (5-6)				
Tomes & Talismans Library Venture (5-7)				
Wordscape (4-6)				
The Write Channel (2-4)				
Write On! (7-12)				
Zebra Wings (4-9)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Language Arts/Reading & Literature				
Gather 'Round (1-3)				
Postscripts (11)				
Read All About It! (4-6)				
Shakespeare in Perspective (9-12)				
The Short Story (10-12)				
Short Story Classics (9-12)				
The Wild World Series (1-3)				
Life Skills				
The GED-TV Series (9-12)				
Just Around the Corner I (10-12)				
Just Around the Corner II (10-12)				
Mathematics				
The Challenge of the Unknown (4-12)				
Concepts in Mathematics (10-12)				
Figure Out (4-6)				
For All Practical Purposes (10-12)				
Futures (7-12)				
Math Cycle (2-3)				
Math Factory (1-2)				
Math Patrol (2-3)				
Math Works (5)				
The Metric System (4-9)				
The Power of Algebra (8-9)				
Music				
Mrs. Cabobble's Caboose (K-3)				
Music and Me (4-6)				
World's Largest Concert (K-12)				
Safety				
About Safety (1-6)				
Civil Defense (1-12)				
Driving Tactics (9-12)				
McGruff the Crime Dog Series (1-6)				
Smoke Detectives (K-6)				
Science				
About Science (6-9)				
The "All About" Series (4-5)				
The Animal Families Series (4)				
Bioscope (4-7)				
Concepts in Science: Biology (10-12)				
Concepts in Science: Chemistry (10-12)				
Concepts in Science: Physics (10-12)				
Dinosaur (7-12)				
First Films on Science (3-6)				
A Home for Pearl (1-6)				
It's Chemical (7-12)				
No Time to Waste (K-6)				
The Outside Story with Slim Goodbody (3-5)				
Physics Demonstrations (9-12)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Science (Continued)				
Sci-Fair (6-9)				
Starfinder (7-12)				
Take a Look (1-2)				
3-2-1 Classroom Contact (4-6)				
Weather Matrix (7-9)				
Social Studies				
About Mississippi (1-12)				
America Past (7-9)				
American Legacy (5-6)				
The Ancient Romans (7-12)				
BB's Cover the Globe (1-4)				
CNN Newsroom (5-12)				
Equal Justice Under Law (10-12)				
Finding Our Way (4-7)				
Geography in U.S. History (10-12)				
Gettin' to Know Me (4-6)				
Global Geography (6-9)				
Holiday Specials (K-6)				
Jefferson's Poplar Forest (7-12)				
Juba (2-6)				
The Life of George Washington (4-12)				
Minorities and the Constitution (7-12)				
Mississippi: Today and Tomorrow (7-9)				
Spaceship Earth (9-12)				
Spirit of the Land (10-12)				
Taxes in U.S. History (5-9)				
Twentieth Century History (11-12)				
Under the Blue Umbrella (1-3)				
The U.S. Constitution (10-12)				
Where in the World (3-6)				
You've Got That Right! (9-12)				
Vocational-Technical Education				
Basic Electricity: Direct Current (9-12)				
Construction Technology Series (7-12)				
Safety Gear Series (7-12)				
Staff Development				
David's Legacy: TV Cart Safety				
Dealing with Social Problems in the Classroom				
Education: The Way Up				
How to Talk So Kids Will Listen				
ITV: FYI				
Just for Me				
Mathematics In-Service				
Teaching for Thinking: Creativity in the Classroom				
TeleTalk				
The 25" Tutor--Teaching with Television				
Your Choice . . . Our Chance				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Additional Programming				
ARTifacts (Ages12- Adult)				
Barney & Friends (Ages 2-5)				
CNN Newsroom (Ages 12-Adult)				
Club Connect (Ages 12-Adult)				
Ghostwriters (Ages 6-11)				
Great Performances (Ages 12-Adult)				
The Infinite Voyage (Ages 12-Adult)				
Lamb Chop's Play Along (Ages 2-5)				
Long Ago & Far Away (Ages 2-5)				
The MacNeil/Lehrer NewsHour (Ages 12- Adult)				
Mississippi Masters (Ages 12- Adult)				
Mississippi Outdoors (Ages 12-Adult)				
Mississippi Roads (Ages 12-Adult)				
Mister Rogers' Neighborhood (Ages 2-5)				
NOVA (Ages 12-Adult)				
National Georgraphic Specials (Ages 12-Adult)				
Nature (Ages 12-Adult)				
The New Explorers (Ages 6-11)				
Reading Rainbow (Ages 6-11)				
Sesame Street (Ages 2-5)				
Shining Time Station (Ages 2-5)				
Square One TV (Ages 6-11)				
Star Hustler (Ages 12-Adult)				
Travels (Ages 12-Adult)				
Wonderworks (Ages 6-Adult)				

36. If copyright and costs allow, which additional series would you like to see added or returned to the schedule?

37. Please provide any comments you would like to make.

ITV Representative Questionnaire
RESULTS

Section A: Compilation from all respondents

Section B: Compilation by grade levels with specific information on programs targeted for selected grade levels.

(ITV Representatives Questionnaire Population)

Section A: Compilation from all ITV Representatives

N = 160

Utilization

8. Please estimate the number of classroom teachers in your school who use ITV on a regular basis (at least 3 times a month): $\bar{X}=15.2$ Range 0 to 65

9. Do you have enough video equipment to meet the needs of all faculty? (YES) (NO)

Y 48% N41% NR=11%

10. Which of the following best describes your attitude toward ITV as an instructional tool?

64% a. Very effective
26% b. Moderately effective
2% c. Neither effective nor ineffective
3% d. Relatively ineffective
0% e. Not effective at all
NR = 5%

11. Are teachers in your school using Mississippi ETV programming more or less than they have in the past three years? (MORE) (LESS) If less, please check all reasons that apply:
M40% L36% NR =24%

7th 8% a. No programs of interest
7th 8% b. Difficulty in taping off air
4th 11% c. Not enough vcr's and tv's
3rd 13% d. Time of broadcast
7th 8% e. Did not know what was available in the subject area
1st 22% f. Not enough time to teach and use programs
2nd 21% g. Fewer programs available
5th 10% h. Other see comments

12. What is the approximate total number of videotapes available in your tape library? X=218.6 (Range 0 to 1000+)

a. Percentage taped from Mississippi ETV: 47%
b. Percentage taped from other channels: 20%
c. Percentage purchased from commercial sources: 33%
d. Percentage from other sources: 17% Total > 100%

13. Check the different ways you now acquire instructional video resources:

6th 33% a. Use at time of broadcast
1st 80% b. Off-air broadcast taped from Mississippi ETV for later use
3rd 42% c. Off-air broadcast taped from other channels for later use
5th 34% d. Tape(s) purchased from ETV
4th 41% e. Whittle educational programming (Channel 1-36%; Classroom Channel 24%; Educators Channel 9%) NR=31%
2nd 60% f. Purchase of commercial videotapes (National Geographic, Scholastic, etc.), not from ETV
7th 11% g. Other: see comments

14. Please rank in priority order the method of program delivery you prefer: (1=Highest, 8=Lowest)

3rd a. Broadcast during day, one program per week (traditional)
5th b. Use tapes bought from ETV
1st c. Broadcast in two-hour block feed for taping during school day (elementary) Suggested time:___ (anytime during school day, preferably 8-10am)
2nd d. Broadcast in two-hour block feed for taping during school day (secondary) Suggested time:___ (10:00 am to 3:00pm)
6th e. Broadcast in block feed periods for taping between midnight and 6:00 AM >>> If you marked "d", check one of the following: X 2 hr block preferred __ 4 hr block preferred __ 6 hr block preferred
4th f. Mix of both traditional feed and block feed
7th g. Use of special request block feeds (When? Beginning of school year)
8th h. Other see comments

ITV Representative Questionnaire N = 160

General Information

48% 11% 27%

School:____________________Circle grades in the school: K 1 2 3 4 5 6 7 8 9 10 11 12

1% combo 13% NR

How long have you been the ITV Representative in this school? X=7.65 yrs. What other position in the school do you hold? Check one: 72% Certified Library Media Specialist

2% Administrator

1% Counselor

8% Teacher

4% Paraprofessional

13% Other (please identify: ______ see comments

Do you have a district library supervisor? (YES) (NO) A district media center? (YES) (NO)

Y24% N71%NR=5% Y19% N71% NR=10%

Is taping done at (Check One) 20% the District Office 58% the school site 14% at both sites? NR=9%

Number of teachers in this school: $\bar{X}$=34.7 Number of students in this school: $\bar{X}$=595.6

Range 2 to 122 Range 22 to 2025

Reception (Please circle the correct answer)

Y87% N9% NR=4%

1. Does your school currently receive the Mississippi ETV signal? (YES) (NO) If yes, how do you receive the signal? (ANTENNA) (CABLE-TV)
   23% 63% NR=14%

2. Does your school have a satellite dish(es)? (YES) (NO) How many? $\bar{x}$=1.36
   Y46% N49% NR=5% Range 1 to 3

   a. Was it obtained from Whittle Channel 1? (YES) (NO) Y38% N 8% NR=54%
   b. Was it purchased with school district money? (YES) (NO) Y6% N16% NR=78%
   c. Was it obtained through the STAR schools program? (YES) (NO) Y8% N14% NR=78%
   d. Was it obtained from another source? (YES) (NO) If yes, please identify source: private sources
   Y7% N9% NR=84%

Equipment

3a. Total number of TV sets in your school: $\bar{X}$=17.5 3b. Number mounted on walls in classrooms: $\bar{X}$=19.2

Range 2 to 80 Range 0 to 75

4a. Total number of Video Players (play only): $\bar{X}$=17.5 (Range 2 to 80) 4b. Number of video players permanently assigned to classrooms: $\bar{X}$=2.9 Range 0 to18

5a. Total number of Video Recorders: $\bar{X}$=3.5 5b. Number of Video Recorders that record variable lengths: $\bar{X}$=5.5 (i.e., SP (standard play) LP (long play) EP (extra long play), or similar)(Range 0 to 20)

6. Number of timer-activated VCR's available in the school: $\bar{X}$=4.7 (Range 0 to 20)

7a. Number of Laserdisc Players: $\bar{X}$=.48 (Range 0 to 5) 7b. Number of CD-ROM Players: $\bar{X}$=1.0 (Range 0 to 11)
7c. Number of camcorders: $\bar{X}$=1.27 7d. Number of television/VCR combination sets: $\bar{X}$=2.4 (Range 0 to 18)
Range 0 to 5

15. How have block feeds affected the availability of ITV programs in your school?

50% a. More available
14% b. Same
6% c. Less available
15% d. Don't know
NR = 15%

16. If block feeds present a problem at your school, please rank order the following reasons (1=Greatest, 9=Least), both for Day Feeds and for Night Feeds. If block feeds are not a problem, go to the next question.

DAY BLOCK FEEDS		NIGHT BLOCK FEEDS
2nd	a. Time not convenient for taping	**1st**
6th	b. Not enough equipment with timers	**3rd**
7th	c. Difficulty in setting the timers correctly	4th
5th	d. Not enough blank tapes available	7th
8th	e. Equipment locked up	9th
1st	f. Not enough personnel available to tape programs off air	5th
4th	g. Prefer to monitor when taping	**2nd**
3rd	h. Broadcast too late in the year to use effectively	6th
9th	i. Other see comments	8th

17. How helpful has the ETV service of selling duplicated tapes been in making ITV programs available in your school?

22% a. Very helpful
13% b. Helpful
23% c. Somewhat helpful
11% d. Not helpful
16% e. Don't know
NR = 15%

18. If use of the ETV service of selling duplicated tapes is a problem, please rank order the following reasons (1=Greate
6=Least). If not a problem, go to the next question.

6th a. Did not know there was a tape duplication service available
5th b. Not easy to order
1st c. Difficult to obtain funding from school/district
2nd d. Teachers do not request programs available
3rd e. Copyright restrictions
4th f. Other: see comments

19. If district funds were available in May or June of 1993 to purchase ETV tapes, what series, programs, or topics would you choose? see comments

20. Rank in priority order the most effective sources for receiving information about ETV programming (1=Most Effective, 6=Least Effective):

1st a. ITV Resource Catalog
2nd b. The I.T.V. Newsletter
5th c. The I.T.V. - F.Y. I. Program (aired weekly)
4th d. Mississippi ETV Times (primetime/weekends)
3rd e. ITV Schedule Update
6th f. Other see comments

21. Rank in priority order the most effective ways for Mississippi ETV to learn about your needs. (1=Most Effective, 9=Least Effective)

7th a. State ITV Advisory Council meeting (held in Jackson)
6th b. Regional ITV Advisory Committee meetings (held in 5 areas of State)
8th c. TeleTalks
4th d. LAMP tour (held in Fall)
2nd e. Annual needs assessments/surveys
1st f. School visitation by an ETV/ITV Consultant
3rd g. ITV Representatives Round-up
5th h. On-site ETV Staff Development Workshop
9th i. Other: see comments

22. How can ETV solicit your input in the selection of new programming available nationally? Check all that apply:

1st a. Send printed material for review
2nd b. Provide preview opportunities via schedule broadcasts
3rd c. Conduct statewide meetings
4th d. Other: see comments

23. How do your teachers access the ITV Resource Catalog of current program listings? Check all that apply:

3rd a. A copy is provided for each teacher
2nd b. A copy is provided for each department/grade chair
1st c. A copy is available in the media center
5th d. The ITV Resource Catalog is not available in my school
4th e. Other: see comments

24. By what month would you like to receive the ITV Resource Catalog of program listings? August at the latest

25. Are the student supplements that are available for some programs beneficial? (YES) (NO)
Y68% N9% NR=23%

26. Is the curriculum correlation section in the ITV Resource Catalog helpful? (YES) (NO)
Y85% N3% NR=12%

27. How many copies of the ITV Resource Catalog do you need for your school? 18% 1 per school
41% 1 per teacher 27% 1 per 4 teachers 8% 1 per 6 teachers NR = 6%

28. If the supply of ITV Resource Catalogs is limited, would you be willing to pay a small fee for additional copies?
(YES) (NO) Y38% N40% NR=22%

29. Do teachers in your school use Teacher Guides for program series?

14% a. Use regularly
55% b. Use occasionally
17% c. Use rarely
6% d. Do not use >>> If you marked "c" or "d", why not?
NR= 8%

1st	a. Not available	5th	d. Format
2nd	b. Cost	4th	e. Do not have current order form
3rd	c. Do not know how to obtain	6th	f. Other: see comments

30. Rank order the following in-service needs that are of interest to you: (1=Highest, 8=Lowest)

6th a. Programming a VCR
2nd b. Trouble-shooting VCR equipment
1st c. Integrating ITV programs in selected curriculum areas
5th d. Copyright issues
4th e. Critical viewing skills
3rd f. Trends in technology
7th g. Distance learning by satellite
8th h. Other: see comments

31. Are you interested in live broadcast of special events such as Gubernatorial Inauguration, World's Greatest Concert, Bridges, Shuttle Launch, Under Sea Exploration, America 2000, and Mississippi 2000?
(YES) (NO) Y82% N10% NR= 8%

32. Would you like to have access to an ETV electronic bulletin board? (Each school would have to have a microcomputer of any kind and a modem.) (YES) (NO) Y51% N33% NR=16%

33. A new national computer-based information system allows teachers and librarians to correlate educational television programs (and even segments within programs) to subject matter areas and to instructional goals within those areas. The system could also contain Mississippi ETV's complete broadcast schedule, detailed descriptions of individual programs, off-air record rights information, and ancillary print material information. Each participating school would need a microcomputer (any kind) and a modem.

a. Would you like to have access to an information system like the one described above? (YES) (NO)
Y64% N19% NR=17%

b. If such a system were available, do you think teachers in your school would use it? (YES) (NO)
Y58% N19% NR=23%

c. Would your school be willing to pay a subscription fee to belong to this system? (YES) (NO)
Y27% N29% NR=44%

ITV/Distance Learning Week•At•A•Glance

<table>
<tr><th></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td>6:00 a.m.</td><td>GED</td><td>FARMWEEK</td><td colspan="3">LEARN TO READ</td></tr>
<tr><td>6:30</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>6:45</td><td colspan="5">AM WEATHER</td></tr>
<tr><td>7:00
7:30</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>8:00
8:30</td><td>IN SCHOOL EARLY CHILDHOOD</td><td colspan="3">DISTANCE LEARNING CLASS
WORLD GEOGRAPHY – HONORS</td><td>IN SCHOOL EARLY CHILDHOOD</td></tr>
<tr><td>9:00</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>9:15</td><td>ITV-FYI</td><td colspan="3">DISTANCE LEARNING CLASS - <i>SCIENCE 7</i></td><td>ITV-FYI</td></tr>
<tr><td>9:30
9:45
10:00
10:30</td><td>Elementary Block Feeds</td><td colspan="3">ELEMENTARY ITV PROGRAMMING</td><td>Elementary Block Feeds</td></tr>
<tr><td>11:00</td><td colspan="5">LAMBCHOP'S PLAYALONG</td></tr>
<tr><td>11:30
12:00</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>12:30 p.m.</td><td colspan="3">GED</td><td colspan="2">LEARN TO READ</td></tr>
<tr><td>1:00
1:30</td><td>DISTANCE LEARNING <i>JAPANESE</i></td><td>STAFF DEVELOPMENT</td><td>DISTANCE LEARNING <i>JAPANESE</i></td><td>STAFF DEVELOPMENT</td><td>DISTANCE LEARNING <i>JAPANESE</i></td></tr>
<tr><td>2:00</td><td colspan="2">FRENCH IN ACTION</td><td rowspan="2">TELETALK</td><td colspan="2">FRENCH IN ACTION</td></tr>
<tr><td>2:30</td><td colspan="2">READING RAINBOW</td><td colspan="2">READING RAINBOW</td></tr>
<tr><td>3:00</td><td colspan="2">SQUARE ONE</td><td>ITV SPECIAL</td><td colspan="2">SQUARE ONE</td></tr>
<tr><td>3:30</td><td colspan="5">BARNEY & FRIENDS</td></tr>
<tr><td>4:00</td><td colspan="5">MR. ROGERS</td></tr>
<tr><td>4:30
5:00</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>5:30
6:00</td><td colspan="5">WHERE IN THE WORLD IS CARMEN SANDIEGO</td></tr>
</table>

In order to answer **question 34,** please review the current daytime ITV/Distance Learning broadcast schedule of Mississippi ETV shown to the right.

34a.

In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate.

34b.

In **Section II** of the matrix below, place a check in one of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program.

ITV Representative N=160

(In Percent)

	SECTION I		SECTION II (Check only *ONE* Column)							
PROGRAM	Scheduled Broadcast Time is Appropriate		Amount of Broadcast Time is Appropriate		More Broadcast Time is Needed		Less Broadcast Time is Needed		No Response	
	N	%	N	%	N	%	N	%	N	%
1. GED	1. 74	46	1. 59	37	1. 3	2	1.		1. 98	61
2. Farmweek	2. 70	44	2. 53	33	2. 2	1	2. 3	2	2. 102	64
3. Learn to Read	3. 69	43	3. 52	33	3. 8	5	3.		3. 100	63
4. CNN Newsroom	4. 72	45	4. 59	37	4. 4	3	4.		4. 97	60
5. AM Weather	5. 75	47	5. 58	36	5. 2	1	5.		5. 100	63
6. Sesame Street	6. 74	46	6. 54	34	6. 3	2	6. 9	6	6. 94	58
7. In School Early Childhood	7. 68	43	7. 48	30	7. 4	3	7. 4	3	7. 104	64
8. World Geography - Honors	8. 61	38	8. 45	28	8. 1	1	8. 6	4	8. 108	67
9. ITV - FYI	9. 64	40	9. 52	33	9. 2	1	9. 2	2	9. 104	64
10. Science - 7	10. 53	33	10. 42	26	10. 3	2	10. 4	3	10. 111	69
11. Elementary Block Feed	11. 74	46	11. 49	31	11. 16	10	11. 1	1	11. 94	58
12. Elementary ITV Programming	12. 68	43	12. 48	30	12. 14	9	12. 1	1	12. 97	60
13. Lamb Chop's Play Along	13. 65	41	13. 48	30	13. 3	2	13. 5	3	13. 104	65
14. Japanese	14. 53	33	14. 36	23	14. 1	1	14. 13	8	14. 110	68
15. Staff Development	15. 68	43	15. 48	30	15. 3	2	15. 7	4	15. 102	64
16. French in Action	16. 62	39	16. 48	30	16.		16. 6	4	16. 106	66
17. TeleTalk	17. 60	38	17. 46	29	17. 2	1	17. 7	4	17. 105	66
18. Reading Rainbow	18. 71	44	18. 54	34	18. 14	9	18. 1	1	18. 91	56
19. Square One	19. 56	35	19. 47	29	19. 3	2	19. 1	1	19. 109	68
20. ITV Special	20. 63	39	20. 50	31	20. 2	1	20.		20. 108	68
21. Barney & Friends	21. 70	44	21. 51	32	21. 9	6	21.		21. 100	62
22. Mr. Rogers	22. 67	42	22. 48	30	22. 4	3	22. 2	1	22. 106	66
23. Where...is Carmen SanDiego	23. 63	39	23. 58	36	23. 5	3	23. 3	2	23. 94	59

35. The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

PROGRAM N = 160	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Art										
The Art Chest (1-2)	48	30.0	3	1.9			54	33.7	55	34.4
The Art Maker (4-6)	44	27.5	4	2.5	2	1.2	55	34.4	55	34.4
Art of the Western World (10-12)	25	15.6	5	3.1	1	.6	66	41.2	63	39.4
Images and Things (5-8)	18	11.2	1	.6	3	1.9	70	43.8	68	42.5
Career Education										
ACTion Challenge: Doing Your Best on the ACT (9-12)	46	28.7	7	4.4	1	.6	47	29.4	59	36.9
Bread & Butterflies (4-6)	35	21.9	3	1.9	10	6.3	50	31.3	62	38.7
It's Your Future (10-12)	32	20.0	4	2.5			61	38.1	63	39.4
Economics and Consumer Education										
Economics USA (10-12)	31	19.4	5	3.1	1	.6	63	39.4	60	37.5
Give & Take (7-9)	28	17.5	3	1.9	2	1.2	62	38.7	65	40.6
Pennywise (1-3)	34	21.2	1	.6	8	5.0	55	34.4	62	38.7
Trade-Offs (4-7)	28	17.5	4	2.5	10	6.3	53	33.1	65	40.6
Understanding Taxes (10-12)	27	16.9	1	.6	2	1.2	59	36.9	71	44.4
Foreign Language										
Amigos (K-2)	33	20.6	1	.6	6	3.7	60	37.5	60	37.5
French in Action (10-12)	33	20.6	1	.6			66	41.2	60	37.5
Parlez-Moi (9-12)	29	18.1	2	1.2	1	.6	62	38.7	66	41.2
Health										
All About You (1-2)	58	36.2	1	.6	1	.6	41	25.6	59	36.9
The Body Works (4-6)	52	32.5	3	1.9	5	3.1	42	26.2	58	36.2
Cincinnati Bones and the Treasure of Health (1-6)	41	25.6			3	1.9	50	31.3	66	41.2
The Clyde Frog Show (1-3)	51	31.9	6	3.7	4	2.5	41	25.6	58	36.2
Eat Well, Be Well (1-4)	45	28.1	3	1.9	1	.6	47	29.4	64	40.0
Growing Up, Growing Older (5-6)	34	21.2	3	1.9	2	1.2	58	36.2	63	39.4
Inside/Out (3-5)	42	26.2	8	5.0	1	.6	46	28.7	63	39.4
The Inside Story with Slim Goodbody (3-5)	66	41.2	3	1.9	3	1.9	33	20.6	55	34.4
Just For Me (2-4)	37	23.1	2	1.2	2	1.2	51	31.9	68	42.5
Soup-To-Nuts (7-9)	32	20.0	3	1.9	4	2.5	57	35.6	64	40.0
Your Choice...Our Chance (5-6)	43	26.9					55	34.4	62	38.7
Language Arts/Communication Skills										
Cursive Handwriting (2-3)	51	31.9	2	1.2	3	1.9	48	30.0	56	35.0
Edit Point (9-12)	29	18.1	6	3.7	1	.6	62	38.7	62	38.7
Elementary Language Skills (3-5)	49	30.6	1	.6	1	.6	48	30.0	61	38.1
The Letter People 1 (1-3)	64	40.0	1	.6			39	24.4	56	35.0
The Letter People 2 (1-3)	65	40.6	2	1.2			38	23.7	55	34.4
The Magic Place (K)	59	36.9	5	3.1			40	25.0	56	35.0
The Survivor's Guide to Learning (9-12)	25	15.6	2	1.2			63	39.4	70	43.8
Thinkabout (5-6)	36	22.5	3	1.9	5	3.1	50	31.3	66	41.2
Tomes & Talismans Library Venture (5-7)	77	48.1	7	4.4	4	2.5	21	13.1	51	31.9
Wordscape (4-6)	41	25.6	2	1.2	3	1.9	51	31.9	63	39.4
The Write Channel (2-4)	40	25.0	6	3.7	3	1.9	49	30.6	62	38.7
Write-On! (7-12)	39	24.4	11	6.9	2	1.2	47	29.4	61	38.1
Zebra Wings (4-9)	52	32.5	8	5.0	4	2.5	37	23.1	59	36.9

PROGRAM N = 160	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Language Arts/Reading & Literature										
Gather 'Round (1-3)	59	36.9	4	2.5	2	1.2	37	23.1	58	36.2
Postscripts (11)	29	18.1	2	1.2	1	.6	60	37.5	68	42.5
Read All About It! (4-6)	50	31.3	6	3.7	5	3.1	40	25.0	59	36.9
Shakespeare in Perspective (9-12)	40	25.0	3	1.9	1	.6	55	34.4	61	38.1
The Short Story (10-12)	57	35.6			1	.6	48	30.0	54	33.7
Short Story Classics (9-12)	60	37.5			1	.6	45	28.1	54	33.7
The Wild World Series (1-3)	41	25.6	2	1.2	4	2.5	49	30.6	64	40.0
Life Skills										
The GED-TV Series (9-12)	42	26.2	2	1.2	1	.6	56	35.0	59	36.9
Just Around the Corner I (10-12)	31	19.4	4	2.5	2	1.2	60	37.5	63	39.4
Just Around the Corner II (10-12)	30	18.8	4	2.5	2	1.2	61	38.1	63	39.4
Mathematics										
The Challenge of the Unknown (4-12)	25	15.6	6	3.7	11	6.9	54	33.7	64	40.0
Concepts in Mathematics (10-12)	40	25.0					59	36.9	61	38.1
Figure Out (4-6)	49	30.6			3	1.9	49	30.6	59	36.9
For All Practical Purposes (10-12)	29	18.1	2	1.2	2	1.2	61	38.1	66	41.2
Futures (7-12)	35	21.9	3	1.9			57	35.6	65	40.6
Math Cycle (2-3)	52	32.5	3	1.9			41	25.6	64	40.0
Math Factory (1-2)	57	35.6	3	1.9			40	25.0	60	37.5
Math Patrol (2-3)	50	31.3	2	1.2	1	.6	43	26.9	64	40.0
Math Works (5)	49	30.6	1	.6			48	30.0	62	38.7
The Metric System (4-9)	50	31.3	3	1.9	3	1.9	43	26.9	61	38.1
The Power of Algebra (8-9)	44	27.5					49	30.6	67	41.9
Music										
Mrs. Cabobble's Caboose (K-3)	53	33.1	3	1.9	5	3.1	44	27.5	55	34.4
Music and Me (4-6)	42	26.2	3	1.9	11	6.9	45	28.1	59	36.9
World's Largest Concert (K-12)	56	35.0	2	1.2	4	2.5	41	25.6	57	35.6
Safety										
About Safety (1-6)	58	36.2	5	3.1	1	.6	36	22.5	60	37.5
Civil Defense (1-12)	71	44.4	3	1.9			27	16.9	59	36.9
Driving Tactics (9-12)	33	20.6	1	.6	1	.6	53	33.1	72	45.0
McGruff The Crime Dog Series (1-6)	67	41.9	2	1.2	1	.6	31	19.4	59	36.9
Smoke Detectives (K-6)	46	28.7	1	.6	5	3.1	41	25.6	67	41.9
Science										
About Science (6-9)	53	33.1	2	1.2			44	27.5	61	38.1
The "All About" Series (4-5)	45	28.1	3	1.9	3	1.9	40	25.0	69	43.1
The Animal Family Series (4)	52	32.5	1	.6	1	.6	41	25.6	65	40.6
Bioscope (4-7)	61	38.1	2	1.2	1	.6	35	21.9	61	38.1
Concepts in Science:Biology (10-12)	50	31.3	1	.6			52	32.5	57	35.6
Concepts in Science: Chemistry (10-12)	48	30.0	1	.6			53	33.1	58	36.2
Concepts in Science:Physics (10-12)	49	30.6	1	.6			51	31.9	59	36.9
Dinosaur (7-12)	43	26.9	1	.6			48	30.0	68	42.5
First Films on Science (3-6)	63	39.4	4	2.5	1	.6	33	20.6	59	36.9
A Home For Pearl (1-6)	38	23.7			3	1.9	50	31.3	69	43.1
It's Chemical (7-12)	40	25.0	2	1.2			49	30.6	69	43.1
No Time to Waste (K-6)	43	26.9			1	.6	48	30.0	68	42.5
The Outside Story with Slim Goodbody (3-5)	61	38.1	3	1.9			36	22.5	60	37.5
Physics Demonstrations (9-12)	49	30.6	1	.6	1	.6	49	30.6	60	37.5

PROGRAM N = 160	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Science (continued)										
Sci-Fair (6-9)	44	27.5	4	2.5	1	.6	46	28.7	65	40.6
Starfinder (7-12)	34	21.2	2	1.2	3	1.9	52	32.5	69	43.1
Take a Look (1-2)	53	33.1	3	1.9	1	.6	43	26.9	60	37.5
3-2-1 Classroom Contact	65	40.6	1	.6			35	21.9	59	36.9
Weather Matrix (7-9)	33	20.6	7	4.4			51	31.9	69	43.1
Social Studies										
About Mississippi (1-12)	87	54.4	7	4.4	1	.6	13	8.1	52	32.5
America Past (7-9)	43	26.9	2	1.2	1	.6	48	30.0	66	41.2
American Legacy (5-6)	52	32.5	1	.6			44	27.5	63	39.4
The Ancient Romans (7-12)	46	28.7	4	2.5			47	29.4	63	39.4
BB's Cover the Globe (1-4)	45	28.1	6	3.7	5	3.1	40	25.0	64	40.0
CNN Newsroom (5-12)	43	26.9	2	1.2	3	1.9	46	28.7	66	41.2
Equal Justice Under Law (10-12)	43	26.9					61	38.1	56	35.0
Finding Our Way (4-7)	55	34.4			1	.6	38	23.7	66	41.2
Geography in U.S. History (10-12)	41	25.6	1	.6	1	.6	55	34.4	62	38.7
Gettin' to Know Me (4-6)	43	26.9	2	1.2	6	3.7	44	27.5	65	40.6
Global Geography (6-9)	52	32.5	5	3.1	1	.6	45	28.1	57	35.6
Holiday Specials (K-6)	63	39.4	6	3.7	3	1.9	30	18.8	58	36.2
Jefferson's Poplar Forest (7-12)	22	13.7	2	1.2	2	1.2	62	38.7	72	45.0
Juba (2-6)	48	30.0	2	1.2	6	3.7	37	23.1	67	41.9
The Life of George Washington (4-12)	54	33.7	3	1.9			36	22.5	67	41.9
Minorities and the Constitution (7-12)	41	25.6			2	1.2	52	32.5	65	40.6
Mississippi: Today and Tomorrow (7-9)	49	30.6	1	.6	1	.6	45	28.1	64	40.0
Spaceship Earth (9-12)	26	16.2			1	.6	60	37.5	73	45.6
Spirit of the Land (10-12)	26	16.2	1	.6	3	1.9	62	38.7	68	42.5
Taxes in US History (5-9)	30	18.8			1	.6	56	35.0	73	45.6
Twentieth Century History (11-12)	38	23.7	1	.6			61	38.1	60	37.5
Under the Blue Umbrella (1-3)	45	28.1	4	2.5	3	1.9	41	25.6	67	41.9
The U.S. Constitution (10-12)	42	26.2	1	.6			51	31.9	66	41.2
Where in the World (3-6)	53	33.1	4	2.5			41	25.6	62	38.7
You've Got That Right (9-12)	35	21.9	1	.6			54	33.7	70	43.8
Vocational Technical Education										
Basic Electricity: Direct Current (9-12)	32	20.0					65	40.6	63	39.4
Construction Technology Series (7-12)	34	21.2					61	38.1	65	40.6
Safety Gear Series (7-12)	37	23.1					60	37.5	63	39.4
Staff Development										
David's Legacy: TV Cart Safety	60	37.5	4	2.5	4	2.5	28	17.5	64	40.0
Dealing With Social Problems in the Classroom	49	30.6	6	3.7			36	22.5	69	43.1
Education: The Way Up	37	23.1	2	1.2	3	1.9	42	26.2	76	47.5
How to Talk So Kids Will Listen	50	31.3	3	1.9			36	22.5	71	44.4
ITV: FYI	45	28.1	4	2.5	4	2.5	35	21.9	72	45.0
Just For Me	26	16.2	1	.6	3	1.9	52	32.5	78	48.7
Mathematics In-Service	30	18.8	2	1.2	4	2.5	45	28.1	79	49.4
Teaching For Thinking: Creativity in the Classroom	52	32.5	4	2.5			36	22.5	68	42.5
TeleTalk	35	21.9	3	1.9	5	3.1	43	26.9	74	46.2
The 25" Tutor-Teaching With Television	31	19.4	5	3.1	2	1.2	44	27.5	78	48.7
Your Choice...Our Chance	38	23.7	3	1.9	2	1.2	41	25.6	76	47.5

PROGRAM N = 160	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Additional Programming										
ARTifacts (Ages 12-Adult)	22	13.7					65	40.6	73	45.6
Barney & Friends (Ages 2-5)	57	35.6	1	.6	2	1.2	38	23.7	62	38.7
CNN Newsroom (Ages 12-Adult)	47	29.4	2	1.2	1	.6	48	30.0	62	38.7
Club Connect (Ages 12-Adult)	9	5.6	3	1.9	1	.6	71	44.4	76	47.5
Ghostwriters (Ages 6-11)	45	28.1	2	1.2	3	1.9	47	29.4	63	39.4
Great Performances (Ages 12-Adult)	50	31.3	2	1.2			46	28.7	62	38.7
The Infinite Voyage (Ages 12-Adult)	36	22.5	1	.6	1	.6	55	34.4	67	41.9
Lamb Chop's Play Along (Ages 2-5)	48	30.0	1	.6	2	1.2	44	27.5	65	40.6
Long Ago & Far Away (Ages 2-5)	51	31.9			3	1.9	40	25.0	66	41.2
The McNeil/Lehrer NewsHour (Ages 12-Adult)	37	23.1			2	1.2	52	32.5	69	43.1
Mississippi Masters (Ages 12-Adult)	43	26.9	1	.6			50	31.3	66	41.2
Mississippi Outdoors (Ages 12-Adult)	56	35.0	3	1.9			37	23.1	64	40.0
Mississippi Roads (Ages 12-Adult)	75	46.9	1	.6	1	.6	25	15.6	58	36.2
Mister Rogers' Neighborhood (Ages 2-5)	73	45.6			1	.6	26	16.2	60	37.5
NOVA (Ages 12-Adult)	78	48.7					23	14.4	59	36.9
National Geographic Specials (Ages 12-Adult)	96	60.0					14	8.7	50	31.3
Nature (Ages 12-Adult)	63	39.4					33	20.6	64	40.0
The New Explorers (Ages 6-11)	37	23.1			1	.6	52	32.5	70	43.8
Reading Rainbow (Ages 6-11)	85	53.1					23	14.4	52	32.5
Sesame Street (Ages 2-5)	83	51.9	1	.6			22	13.7	54	33.7
Shining Time Station (Ages 2-5)	43	26.9	1	.6	1	.6	46	28.7	69	43.1
Square One TV (Ages 6-11)	40	25.0	2	1.2	1	.6	50	31.3	67	41.9
Star Hustler (Ages 12-Adult)	23	14.4					63	39.4	74	46.2
Travels (Ages 12-Adult)	29	18.1			1	.6	57	35.6	73	45.6
Wonderworks (Ages 6-Adult)	70	43.8					34	21.2	56	35.0

What other position in the school do you hold?

Certified librarian, K-14 (004)

Religion Teacher (008)

Administration Assistant (011)

Librarian (030)

Secretary (035)

Library coordinator for the Smith Co. School District. I am also a certified Library Media Specialist. (052)

Library Aide (056)

Librarian (075)

Bus driver (092)

Curriculum Room Personnel (102)

Librarian (103)

Media Center Director (104)

Library Assistant (125)

ETV Recorder (138)

2d. From what other source did your school get a satellite dish?

University of Mississippi (007)

Donation (032)

SERC (046)

SERC (048)

SERC (054)

I am not sure where the funding for the second satellite came from. (055)

Ole Miss. (074)

4-Country Electric Power Company (083)

TI-IN (119)

District Funding (137)

11h. What other reasons are teachers in your school using the Mississippi ETV programming less than they have in the past three years?

Specialized School Program. (011)

Use other tapes for entertainment instead of instruction. (019)

No change. (023)

Repetition. (026)

N/A new school. (028)

Upper grades are departmentalized. Teachers have less time to use ITV. (033)

Copyright limitations. (036)

Copyright problems. (037)

Copyright confusion. (053)

This is my first year here. However, more program choices would be helpful. (055)

About the same as previous year. (056)

Many programs available through classroom channel. ((063)

I don't know. (067)

Lack of interest. (070)

Programs are outdated, children have seen them over and over. (078)

Nothing new to tape. (080)

Input from Whittle. (088)

Lack of planning and emphasis on SAT scores. (098)

Using more purchased tapes. (100)

Using more purchased tapes to fill ETV void. (117)

Less ETV & more purchase tapes. (124)

Using more classroom channel programs coming over Whittle, buying more video tapes. (126)

More purchased videos. (132)

We have five computers in each regular education classroom and teaching is with learning center approach. Large number in district video library (several hundred). (133)

Manuals - need. (137)

13g. What other ways do you now acquire instructional video resources?

See comments. (011)

Free from Mississippi Power, NASA. (014)

Rentals. (014)

Purchase from vendors, catalogs. (016)

Rental. (031)

Donations from Chevron, Mississippi Power, district media center, etc. (040)

Mississippi Power and Drug Ed. Tapes (042)

Discovery Channel. (046)

Free - Mississippi Power. (047)

Gifts. (048)

SERC. (049)

Gifts from Mississippi Power, etc. (052)

District Video Library and District Video Channel. (079)

Educational Video Catalog, such as Guidance Associates. (080)

Central Office. (083)

RCU. (084)

Gifts from CP patrons. (093)

Donated. (100)

Donated tapes. (107)

Tapes donated such as Science Screen Report. (117)

Donated tapes. (124)

Central office has a tape library that we can borrow from. (126)

Tapes donated such as science screen report. (131)

Donated. (132)

14g. When do you use special requested block feeds?

Night (027)

Saturdays (028)

Midnight to 6 a.m. (029)

Weekdays - 8 a.m. to 3 p.m. (036)

Wednesdays - all day (039)

As needed, between midnight to 6 a.m. (040)

Between 10 and 12 a.m. (049)

After 10 p.m. (075)

August (085)

During school day (089)

In the summer (133)

14h. What are the other methods of program delivery you prefer?

Already had some block feeds taped. Would like more new programs. (026)

Block feed only is fine if kept to two hours. (049)

I do not tape ETV, our district studio does for me. (086)

Comment: With midnight feeds we can't be guaranteed power or cable. Daytime feeds can be previewed as they tape. (088)

All taping done at district office. (098)

Block feed for new programming at beginning of year. (100)

Special block feed for new programs at beginning of year. (107)

Block feed at beginning of school year. (115)

Special block feed for new programming at beginning of school year. (117)

Special block feed for new programming at beginning of school year. (124)

New program block. (132)

Block feed Wednesdays 4 or 6 hours. (136)

16i. What other problems do block feeds present at your school during the day?

Not offered on a regular basis or often enough. Not enough regularly provided information when programs are available, schedule book doesn't give times. (016)

Too busy with constant interruptions. (028)

Too many other duties, back to back classes. (079)

No problem, taping is done at Central Office. (082)

Power and cable varies. (088)

Taping is done at District Office. (091)

Not in a regular schedule, given ahead of time (beginning of school year). (134)

16i. What other problems do block feeds present at your school at night?

I usually tape the night ones at home. (044)

18f. What other reasons is the ETV service of selling duplicated tapes a problem?

Cost. (016)

I never "buy" anything which is free (with a little effort). (058)

To pay for the programs and have limited copyright is prohibitive. (063)

Service didn't send tapes for three months - they lost offer. (076)

Budget. (083)

Prefer to tape off air for later use. (089)

19. If district funds were available in May or June of 1993 to purchase ETV tapes, what series, programs, or topics would you choose?

Teacher's requests will vary, certainly drug-sports and aids are top priority. (003)

Reading Rainbow, Kindergarten and lower elementary topics, such as dinosaurs, seasons, telling time, science fair, read-a-long sesame. (004)

Don't know at this time. (005)

Social studies, literature, English. (006)

Science tapes. (007)

Tapes on pre-school and kindergarten levels. (009)

Reading Rainbow. (010)

Only programs with unlimited rights. (014)

Science, math, career. (015)

None. I prefer to tape my own to save money, when they expire, you have to erase them. (016)

Shakespeare, short stories, history, and geography programs along with Mississippi history. (017)

This our country, American Legacy. Letter people, Reading Rainbow, Tomes & Talismans. (018)

Our budget year is over before then. (019)

Science programs. (022)

Don't know. (024)

More English, history, science. (025)

Literature, biographical material, drug education. (026)

Reading, math, science. (029)

Art, languages, science, math. (030)

Social studies, countries/areas. (031)

Up close and natural, art chest, 1st films in science topic request, different regions of the USA (3-6). (033)

Math, social studies, Reading Rainbow, magic place, art, and music. (034)

Secondary science and literature. (036)

Reading Rainbow, Tomes and Talismans, Read-It. (038)

Science programs, Clyde Frog, Barney and Friends. (039)

Science and math. (041)

Math and science. (045)

English, science, health. (047)

The new programs for the coming year about Mississippi. (052)

Have most in the district center. Magic Place - take a look. (053)

Literature, math, science, history. (054)

American history 1877-to present, chemistry programs. (055)

New programs. (056)

About Mississippi geography. (057)

Selections from Learning Channel. I tape from ETV and don't purchase. (058)

Cursive writing. (060)

More books from cover to cover, Reading approach to math, counterplot. (062)

To pay for the programs and have limited copyright is prohibitive. (063)

Reading Rainbow, Science programs, math programs. (064)

Foreign languages (French, Spanish, concepts in science (biology, chemistry, physics), U. S. Constitution, GED-TV series, geography, economics. (065)

Reading Rainbow, 3-2-1 Contact. (066)

Language arts, social studies, math. (073)

Social studies, science, literature. (074)

Not sure at this time, would have to check with teachers, some ordered tapes with funds allowed them this year. (075)

None of the programs interested teachers this year. (080)

Tapes purchased in previous years. (081)

ETV tapes which relate to science and foreign languages. (082)

Programs on Mississippi roads, computer chronicles, great performances, Spanish, reading, writing, and history. (083)

GED. (084)

Black history, (085)

Please note: If we knew by March what would be deleted in the fall, we could budget to purchase programs for fall. (088)

Topics: Language arts, science, social studies. (089)

Inside out, your choice - our chances, wordscape. (090)

Filmways to reading the news programs on Reading Rainbow. (092)

We can buy year-round. (093)

Social studies, science - jr. high level. (094)

Science and math. (095)

Mississippi related. (097)

We are able to tape needed programs off air. (098)

Literature and science. (101)

Sesame Street, Barney, Lamb Chop, Wonder Works, and Reading Rainbow. (102)

Programs concerning science and social studies. Biographies are also needed. (103)

These funds are not available to non-public schools according to my knowledge. (104)

Science, literature, history. (105)

Mississippi history, current science & videos, math, up-to-date geography, reading skills. (107)

Math, science, geography, reading. (108)

Anything on Mississippi, space, safety, health, geography, and math. (109)

Current science programs, business programs and Mississippi history programs, also current geography. (111)

We tape. (112)

Geography tapes. (114)

Up to date science programs, Mississippi History, and current geography. (117)

Magic Place. (118)

Depends on teacher's request. (119)

Physics demonstrations. (120)

Language skills and up-to-date science. (124)

Science, math, English, reading, and health. (125)

I have most of what I want at this time. (126)

Letter People, for all practical purposes, geography in U. S. (130)

English, Language skills, vocabulary, reading, science, map skills. (131)

Reading, math, science. (132)

Science, health and self-esteem, handwriting. (133)

Math series, social studies series for elementary level. (136)

Reading Rainbow - things on science, geography, and math. (137)

Language arts and grammar. (138)

Math, language arts, science. (139)

20f. What are other effective sources for receiving information about ETV programming?

ITV roundtable in the fall. (088)

ITV Rep meetings. (089)

Up-to-date science, current geography. (100)

Consulting via telephone with ETV personnel. (117)

From teachers or local paper. (126)

ITV Rep round-up. (133)

21i. What are other ways for Mississippi ETV to learn about your needs?

800 Phone line to Mississippi ETV. (014)

Good communication - short surveys. (016)

22d. What other ways can ETV solicit your input in the selection of new programming available nationally?

Maybe LAMP tour (but perhaps not enough time available for review) perhaps have two groups, elementary and secondary and preview different programs at the same time. (014)

Ask for areas of need. (031)

800 telephone number availability. (058)

Provide a survey sheet for ITV Reps. to give their opinion of new programs during state meeting. (065)

23e. What other ways can teachers access the ITV Resource Catalog of current program listings?

One copy in the teachers lounge. (005)

I review and recommend. (011)

Available in the lounge. (016)

Most teachers don't look at it anyway. They ask me what I have on the subject being taught. (033)

We photocopied the catalog and placed one in each teachers' lounge. (044)

New program listings copied and sent to individual teachers. (049)

Copy of teachers subject area was given to each teacher. (055)

Copies in Teacher Resource Center. (058)

Need more copies of ITV Resource Catalog. Only one sent this year. (065)

Media Center. (072)

Until this year a copy was available for each teacher, which they liked. (076)

We did not receive the catalog until Mid-February, consequently, we are not using ITV off air broadcast this year. (090)

Through contact with Media Center Director. (104)

Copy in teacher's lounge. (118)

This is first year I have not received a catalog. Of course, it was best when a copy was sent for all teachers. More utilization. Last year only a few copies were sent. (126)

Old copies are around. (137)

Did not receive a catalog this year 92/93. (139)

29cd. What other ways can teachers in your school use Teacher Guides for program series?

Lack of interest. (006)

So far, no need. (011)

Develop their own guides. (015)

Limited time for instructor. (033)

Their choice. (036)

They were told of the guides, but have never used them. (049)

Media specialist uses. (058)

Not interested. (091)

Inadequate preparation. (098)

They think they don't need these, they are only interested in the programs themselves. They already have so many other guides. (133)

30h. What other in-service needs are of interest to you?

ETV program selections by teachers. To show use of TV for things other than "babysitting." (055)

None of the above, we have already attended workshops on these topics. (090)

36. If copyright and costs allow, which additional series would you like to see added or returned to the schedule?

More about listening skills in high school. (003)

No comment at this time I'm really too new to understand what programs were taken off. (005)

A first aid program. (014)

Todays World; World Geography; Landscape of Geometry ;Square one. (016)

This our country, letter people. (018)

This our country. (019)

Bookbird, Primary Science-matter & motion, This Our Country, Basic Geography-people, places and things, Conrad-Wordwise most important person. (031)

Other families, other friend, or something similar so students can learn about other regions in the U.S. (033)

Earthworm dissection, frog dissection, grasshopper dissection, simple poetry, zoolab. (036)

Read it about books. (038)

Gentle giant. (039)

Destinos. (040)

Music series. Not Mrs. Cabobble. (041)

Programs on World History, short story, classics. (042)

More short stories, poetry, self esteem, health, newscast from the past, western civilization. (047)

Wild America. (049)

Readalong 1 & 2, earthworm, frog, grasshopper dissection explained 2nd voyage of the mimi. (052)

This, our story (American History). (057)

The learning channel is not carried by our Cable Co., could ETV supply or access Satcom C 3 #2 and air programs? (058)

Reading Approach to Mathematics, Counterplot, Landscape of Geometry, Mathmakers H 2, More Book from Cover to Cover, Second Voyage of the Mimi. (062)

Zoolab. (063)

More programs on science for lower levels K-3. (066)

Life on Earth, Western Civilization. (074)

We need some good book reviews like the old Book Bird series. (077)

Letter People. (078)

Something on ancient civilizations to correlate with the new social studies curriculum for sixth grade. (081)

Western Civilization. (083)

Twelve Steps to Addiction. (088)

Camp Willie, Gentle Giant, Mathmakers, more Books from Cover to Cover, Readit. (089)

Finding Our Way, About Books Intermediate, Earthworm dissection and Grasshopper Dissection, more books for Cover to Cover, Readit, Watch Your Language. (090)

A new series similar to "About Books" for Primary and Intermediate and "Readit". (091)

Computer skills, computers in our world, etc. The Mind's Treasure Chest Elementary level study and test taking skills. (098)

Watch Your Language, Landscape of Geometry, Mapmakers I & II. (100)

General Biology, Western Civilization. (101)

Wonderworks should be weekly. (102)

The Gentle Giant, more holiday specials, elementary art program. (104)

Watch Your Language, Simple poetry, Landscape of Geometry, Mathmakers I and II, Computer Break, Counter Plot, Earthworm Dissection, Frog Dissection. (107)

This, Our Country. (109)

Watch Your Language, Simple Poetry, Landscape Geometry, Counter Plot, Computer Break, Frog Dissection, Earthworm Dissection. (111)

Voyage of Mimi. (112)

Gentle Giant, and more books from Cover to Cover. (115)

Gentle Giant, Readalong I and II, Making It Work, Watch Your Language, Simple poetry, Camp Willie, Landscape of Geometry, Mathmakers I and II, Counter Plot, Computerbreak, Frog dissection, Earthworm dissection. (117)

Letter People I & II, All About You, Gentle Giant. (118)

Making it Work, Landscape of Geometry and Desk set II. (120)

Mathmakers I & II, Gentle Giant, and Readit. (121)

Auto shop safety. (122)

Watch Your Language, Simple poetry, Landscape of Geometry, Mathmakers I & II, Counter plot, Computer Break, Frog dissection, Earthworm dissection. (124)

Landscape of Geometry. (126)

About Book Intermediate, and more books from Cover to Cover. (128)

American Government (this was a very old series but several teachers have asked for this), Read all About it II, Making it Work, Frog dissection, Earthworm dissection, and Grasshopper dissection.
(130)

Gentle Giant, Readalong I and II, Camp Willie and Mathmakers I & II. (131)

Gentle Giant, Readalong I, Making it Work, Camp Willie, and Mathmakers I and II. (132)

Up close and natural. (133)

Second Voyage of the Mimi. (134)

More books Cover to Cover, and Readit. (136)

Show book that are modern and not so dated. (137)

37. Please provide any comments you would like to make.

I find most of the programs satisfactory and informative. (003)

Need method to motivate more teachers to use ITV. There are excellent programs, but many teachers do not take advantage of them. Part is lack of instruction time. (006)

Our program is very specialized for speech, language, or hearing impaired children. Our curriculum and teaching materials are developed for individualized instruction. We want to continue to monitor what is available on ITV because we often make recommendations to our parents about certain shows and coming of the shows that are used as rewards in the classroom. Much of what is offered, however does not fit into our services; so we are not able to fairly answer many of these questions. (011)

Mississippi ETV provides a wonderful service for the schools in Mississippi. The ITV consultants do an excellent job with inservice programs. They are always polite and do their best to answer our questions. (014)

Need programs on American History, World Geography. I need to pick up some programs I missed on some series, but no schedule time is listed in the book. I really don't like not having programs aired each week. I like block feeds, but don't receive adequate information, and you don't feed secondary programs often enough. Your selections seem to be diminishing and you don't seem to offer the variety you used to. My teachers really miss some of your deleted programs. (016)

Make reading Rainbow available from tape duplication services. (018)

ETV is a strong force for learning in Mississippi. However, with the advent of 1/2" format and the technology to use it, many teachers abuse video as an entertainment tool. I feel that copyright is not followed and this is an ethical problem that administrators must address. I'm sure this study will be helpful and we appreciate the work of Savan and Dr. Cage. Hope all is well with you. Hope, also that ETV continues to be funded and keeps up the good work. (019)

With the demise of CBOK with such rigid time lines. I feel the use of ETV will improve here. (029)

Love ETV! (030)

I'm sorry. I don't have the time to answer at this time. (032)

No complaints. Keep up the good work. (033)

Reading Rainbow needs to broadcast between the hours of 8 - 2. We are not able to record it for our school because of your late programming. (034)

We need more current materials for secondary science and literature. Also, a basic art (drawing) class would be very helpful. (036)

I appreciate the job you are doing and your interest in my opinions. (040)

We need a video production on our state for lower elementary age students. No more timing/schedule and resource guide disaster like this year. We must have this information in this year. (041)

Need additional programming that could be used in teaching Music Appreciation and Art Appreciation. Biospheres, ecology, and oceans (ex. coral reefs) multicultural programs. (052)

This is my first year at M & S. Therefore, I don't feel that I am familiar with the curriculum and teachers enough to state exactly what kinds of programs are needed. (055)

We never received a guide from you. I borrowed one and copied it. I needed these guides. I haven't been able to adequately meet the needs of my teachers. Meetings are too far away - (Jackson is 4 hours) to be able to attend. (057)

Could you advise the cost of a satellite aimed at Satcom C3? Network to buildings or taped at a central place and distributed? Something on Art Appreciation for 1-4 grades? The needs for school K-6 aired during school hours. If there are no subscribers to Japanese and Geography it is ludicrous to air several hours. (058)

We do not have a satellite dish or cable. We are working toward installing one or the other in the very near future. Therefore I cannot answer the questions. (059)

The main reason ITV is not used here is because so many series have been dropped. Teachers like to know they will be able to use series every year. They don't feel that it is worthwhile having them taped or working them into their lesson plans since they are discontinued so often. I would not waste money buying from the duplication center since I would have to throw out the tapes if ETV loses the copyright. (062)

This survey was too long!!! (069)

There needs to be a program on English grammar. (071)

Spirit of the land and challenge of the unknown are available free to schools - show things we cannot get. (075)

I was not receiving the ETV Times and just received the March issue. Please continue my subscription and all up-dates of tape things for future use - teachers do not watch programs as they are shown, so I need to keep up-dated to know what is available. We hope to incorporate more educational taping - really useful are NOVA & PBS specials this year. (075)

All the programs are fine, but they are the same ones that have shown over and over. Students become bored once they realize it is the same show. New programs on the same topic are needed. (078)

Elementary Media Specialists (JPS) have been so overwhelmed with duties that many of us do not have the time to be effective ETV Reps. - back to back scheduling of classes to make sure teachers get planning time, lack of Lib. Supervisor for district to provide leadership, assistance. I regret that I do not really know many of the programs/series now being aired. (079)

Provide new programs. Teletalks are a waste of time. They provide a stump for ETV and seem to write dumb questions. We have no time to attend extra meetings. Send your consultants into the field to gather information from the horse's mouth. (080)

The change of secondary programming to night feed made it impossible for our school to record programs due to not being able to leave electrical equipment on after school is out at 3:00 p.m. I have to record the programs requested at home. (083)

In order to make best use of video tapes, we must find funding to purchase additional TV's, video recorders, video disc players, camcorders, computers, modems, printers, etc. Perhaps funds could be made available at state level. (085)

Most of the programs are good and our teachers use them as they have time. (086)

If we knew by March what would be deleted in the fall, we could budget to purchase programs for fall. (088)

MS ETV programming use is down in our school for a few important reasons . (1) Many of the useful programs have been deleted. (2) The late arrival of the resource catalog makes it difficult to plan a taping schedule; we have not even taped several of the new series this year. More information is needed in a timely fashion. (3) Each teacher needs a resource catalog and we do not have time or funds to reproduce them. I realize all areas of the population need to be served, but I am disturbed and disheartened at the trend away from the school age child. The new technology mentioned is great, but our primary need from MS ETV is quality instructional programming. (089)

Could use information about LAMP tours and ITV round-up earlier in the year. (097)

An effort should be made to match what you offer to the curriculum. (100)

Good programs!! (102)

Keep up the good work!!! (104)

Right now our funds are not like we would like for them to be. So it is hard to say about certain things. (106)

Emphasis of programming should be determined by utilization figures. (107)

I haven't adequately met the needs of my teachers. I never received an ITV Guide. Everything I have copied had come from Channel 10 in Memphis. I made numerous calls and requested guides in August and September, but never received them. We bought a series from you in October, 1992. I was told 12-11-92 that the series should be in my hands by 12-18-92. As of 3-2-93, we still have not received our series. We are well past what we needed this for, but we cannot afford to lose our money. I could attend workshops, but cannot go to Jackson, MS everytime. I need something closer (Starkville, Tupelo, Oxford). The information doesn't get to me soon enough sometimes. (110)

Provide more high school programs. Give ITV representative more input into program selection and deletion. (111)

We need Mississippi information that is updated. About MS is a poor excuse for our state. We need MS information for K-4, please. (112)

Need more programs on elementary level geography - good, current ones. Also, need to correct date of Abe Lincoln's birthday in the "Holidays" tape! Some programs need updating - children notice outdated clothes and hairstyles! Thank you for returning "Slim Goodbody" and "All About You" to the air. They are excellent programs. (114)

We need more elementary science programs and more books on fairy tale stories. (115)

I resent ETV paying for this questionnaire when funds are so short in our state. (116)

Too much emphasis is being placed on early childhood and distance learning which impacts a very small percentage of children in Mississippi. Decisions to delete series should be based on input from users and on utilization data. (117)

We need more middle school (grade 6-8) level programs. (122)

Decisions to add or delete programs should be based upon input from users. (124)

ETV programs are excellent to supplement the curriculum. They help to motivate students to learn. (128)

Decisions to delete and add series should be based on input from users and utilization data. (131)

(1) Need up-to-date music program for grades 3-6. (2) Need good program on Mississippi for 4th grade - a series for social studies. (3) Need more programming in the language area and social studies area for grades 3-6. (136)

I realized after doing this survey that I know very little about many of the new shows on ITV. (137)

(ITV Representatives Questionnaire Population)

Section B: Compilation by grade levels with information on programming targeted for specific grade levels

N = 56

GET GROUP: ITV LIAISONS **GRADE LEVEL: K-3**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of ITV Liaisions for programs listed for K-3 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep N	%	Need Topic-Prog. Not Eff. N	%	Definitely Drop N	%	No Opinion/ Not Appliable N	%	No Response N	%
The Art Chest (1-2) [ART]	29	51.8	2	3.6			7	12.5	18	32.1
Pennywise (1-3) [ECONOMICS]	25	44.6			4	7.1	8	14.3	19	33.9
Amigos (K-2) [FOREIGN LANGUAGE]	18	32.1	1	1.8	4	7.1	11	19.6	22	39.3
All About You (1-2) [HEALTH]	35	62.5	1	1.8	1	1.8	3	5.4	16	28.6
Cincinnati Bones and the Treasure of Health (1-6) [HEALTH]	20	35.7			2	3.6	11	19.6	23	41.1
The Clyde Frog Show (1-3) [HEALTH]	28	50.0	4	7.1	2	3.6	5	8.9	17	30.4
Eat Well, Be Well (1-4) [HEALTH]	23	41.1	3	5.4	1	1.8	9	16.1	20	35.7
In side/Out (3-5) [HEALTH]	19	33.9	4	7.1	1	1.8	10	17.9	22	39.3
ide Story with Slim Goodbody (3-5) [HEALTH]	35	62.5	1	1.8	2	3.6	2	3.6	16	28.6
Just for Me (2-4) [HEALTH]	17	30.4			2	3.6	13	23.2	24	42.9
Cursive Handwriting (2-3) [LANGUAGE ARTS]	23	41.1			2	3.6	13	23.2	18	32.1
Elementary Language Skills (3-5)[(LANG. ARTS]	25	44.6			1	1.8	10	17.9	20	35.7
The Letter People 1 (1-3) [LANGUAGE ARTS]	38	67.9					3	5.4	15	26.8
The Letter People 2 (1-3) [LANGUAGE ARTS]	38	67.9	1	1.8			2	3.6	15	26.8
The Magic Place (K) [LANGUAGE ARTS]	36	64.3	2	3.6			4	7.1	14	25.0
The Write Channel (2-4) [LANGUAGE ARTS]	23	41.1	1	1.8	1	1.8	12	21.4	19	33.9
Gather 'Round (1-3) [LANGUAGE ARTS]	35	62.5	3	5.4			2	3.6	16	28.6
The Wild World Series (1-3) [LANGUAGE ARTS]	20	35.7	1	1.8	2	3.6	11	19.6	22	39.3
Math Cycle (2-3) [MATHEMATICS]	30	53.6	3	5.4			4	7.1	19	33.9
Math Factory (1-2) [MATHEMATICS]	35	62.5	2	3.6			3	5.4	16	28.6
Math Patrol (2-3) [MATHEMATICS]	29	51.8	2	3.6	1	1.8	6	10.7	18	32.1
Mrs. Cabobble's Caboose (K-3) [MUSIC]	33	58.9	1	1.8	2	3.6	4	7.1	16	28.6
World's Largest Concert (K-12) [MUSIC]	25	44.6			2	3.6	9	16.1	20	35.7
About Safety (1-6) [SAFETY]	28	50.0	3	5.4	1	1.8	5	8.9	19	33.9
Civil Defnse (1-12) [SAFETY]	27	48.2	2	3.6			9	16.1	18	32.1
McGruff the Crime Dog Series (1-6) [SAFETY]	31	55.4	2	3.6	1	1.8	3	5.4	19	33.9
Smoke Detectives (K-6) [SAFETY]	24	42.9	1	1.8	3	5.4	6	10.7	22	39.3

N = 56

TARGET GROUP: ITV Liaisons **GRADE LEVEL: K-3**

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
First Films on Science (3-6) [SCIENCE]	29	51.8	1	1.8	1	1.8	7	12.5	18	32.1
A Home for Pearl (1-6) [SCIENCE]	17	30.4			2	3.6	14	25.0	23	41.1
No Time to Waste (K-6) [SCIENCE]	19	33.9			1	1.8	12	21.4	24	42.9
The Outside Story with Slim Goodbody [SCI.]	31	55.4	2	3.6			6	10.7	17	30.4
Take a Look (1-2) [SCIENCE]	32	57.1	2	3.6			5	8.9	17	30.4
About Mississippi (1-12) [SOCIAL STUDIES]	28	50.0	2	3.6	1	1.8	6	10.7	19	33.9
BB's Cover the Globe (1-4) [SOCIAL STUDIES]	25	44.6	3	5.4	3	5.4	4	7.1	21	37.5
Holiday Specials (K-6) [SOCIAL STUDIES]	30	53.6	5	8.9	2	3.6	1	1.8	18	32.1
Juba (2-6) [SOCIAL STUDIES]	22	39.3	1	1.8	4	7.1	4	7.1	25	44.6
Under the Blue (1-3) [SOCIAL STUDIES] Umbrella	25	44.6	2	3.6	1	1.8	6	10.7	22	39.3
Where in the World (3-6) [SOCIAL STUDIES]	27	48.2	1	1.8			9	16.1	19	33.9
Additional Programming										
Barney & Friends (Ages 2-5)	31	55.4	1	1.8	1	1.8	3	5.4	20	35.7
Ghostwriters (Ages 6-11)	19	33.9			3	5.4	12	21.4	22	39.3
Lamb Chop's Play Along (Ages 2-5)	28	50.0	1	1.8	1	1.8	5	8.9	21	37.5
Long Ago & Far Away (Ages 2-5)	21	37.5			3	5.4	11	19.6	21	37.5
Mister Rogers' Neighborhood (Ages 2-5)	35	62.5			1	1.8	3	5.4	17	30.4
The New Explorers (Ages 6-11)	16	28.6			1	1.8	15	26.8	24	42.9
Reading Rainbow (Ages 6-11)	37	66.1					1	1.8	18	32.1
Sesame Street (Ages 2-5)	38	67.9	1	1.8			1	1.8	16	28.6
Shining Time Station (Ages 2-5)	22	39.3	1	1.8	1	1.8	8	14.3	24	42.9
Square One TV (Ages 6-11)	19	33.9	1	1.8	1	1.8	12	21.4	23	41.1
Wonderworks (Ages 6-Adult)	25	44.6					11	19.6	20	35.7

N = 20

TARGET GROUP: ITV Liaisons **GRADE LEVEL:** 4-6

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of ITV Liaisons for programs listed for 4-6 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
The Art Maker(4-6) [ART]	7	35.0			1	5.0	9	45.0	3	15.0
Images & Things (5-8) [ART]	3	15.0			1	5.0	11	55.0	5	25.0
Bread & Butterflies (4-6) { CAREER ED]]	7	35.0	1	5.0	2	10.0	4	20.0	6	30.0
Trade-Offs (4-7) [ECONOMICS]	5	25.0	1	5.0	1	5.0	7	35.0	6	30.0
The Body Works (4-6] [HEALTH]	11	55.0	1	5.0	1	5.0	3	15.0	4	20.0
Cincinnati Bones and The Treasure of Health (1-6) [HEALTH]	11	55.0			1	5.0	3	15.0	5	25.0
Eat Well, Be Well (1-4) [HEALTH]	12	60.0					3	15.0	5	25.0
Growing Up, Growing Older (5-6) [HEALTH]	9	45.0	1	5.0			6	30.0	4	20.0
In side/Out (3-5) [HEALTH]	9	45.0	3	15.0			4	20.0	4	20.0
Inside Story with Slim Goodbody (3-5) [HEALTH]	11	55.0	1	5.0	1	5.0	2	10.0	5	25.0
Just for Me (2-4) [HEALTH]	9	45.0	1	5.0			5	25.0	5	25.0
Your Choice...Our Chan ce (5-6) [HEALTH]	12	60.0					4	20.0	4	20.0
Elementary Language Skills (3-5)[(LANG. ARTS]	11	55.0					5	25.0	4	20.0
Thinkabout (5-6) [LANGUAGE ARTS]	11	55.0	1	5.0			4	20.0	4	20.0
Tomes & Talismans (5-7) [LANGUAGE ARTS]	13	65.0	1	5.0	1	5.0	1	5.0	4	20.0
Wordscape (4-6) [LANGUAGE ARTS]	7	35.0	2	10.0			5	25.0	6	30.0
The Write Channel (2-4) [LANGUAGE ARTS]	9	45.0	2	10.0	1	5.0	3	15.0	5	25.0
Zebra Wings (4-9)) [LANGUAGE ARTS]	9	45.0	2	10.0	1	5.0	3	15.0	5	25.0
Read All About It (4-6) [LANG. ARTS/READ]	9	45.0	2	10.0	2	10.0	3	15.0	4	20.0
Challenge of the Unknown(4-12 [MATHEMATICS]	5	25.0			1	5.0	9	45.0	5	25.0
Figure Out (4-6) [MATHEMATICS]	10	50.0					6	30.0	4	20.0
Math Works! (5) [MATHEMATICS]	13	65.0					2	10.0	5	25.0
The Metric System (4-9) [M ATHEMATICS]	12	60.0					3	15.0	5	25.0
Music and Me (4-6) [MUSIC]	10	50.0			2	10.0	4	20.0	4	20.0
World's Largest Concert (K-12) [MUSIC]	9	45.0			1	5.0	5	25.0	5	25.0
About Safety (1-6) [SAFETY]	11	55.0	1	5.0			3	15.0	5	25.0
Civil Defense (1-12) [SAFETY]	8	40.0	1	5.0			5	25.0	6	30.0

N = 20

PG. 2

TARGET GROUP: ITV Liaisons **GRADE LEVEL: 4-6**

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
McGruff the Crime Dog Series (1-6) [SAFETY]	13	65.0			2	10.0	1	5.0	6	30.0
Smoke Detectives (K-6) [SAFETY]	9	45.0					2	10.0	7	35.0
About Science (6-9) [SCIENCE]	9	45.0					5	25.0	6	30.0
The "All About" Series (4-5) [SCIENCE]	13	65.0					1	5.0	6	30.0
The Animal Families Series(4) [SCIENCE]	12	60.0					2	10.0	6	30.0
Bioscope (4-7) [SCIENCE]	14	70.0					1	5.0	5	25.0
First Films on Science (3-6) [SCIENCE]	12	60.0					2	10.0	6	30.0
A Home for Pearl (1-6) [SCIENCE]	10	50.0			1	5.0	3	15.0	6	30.0
No Time to Waste (K-6) [SCIENCE]	11	55.0					3	15.0	6	30.0
The Outside Story with Slim Goodbody [SCI.]	13	65.0					1	5.0	6	30.0
Sci-Fair (6-9) [SCIENCE]	7	35.0	1	5.0			7	35.0	5	25.0
3-2-1 Classroom Contact (4-6) [SCIENCE]	14	70.0					2	10.0	4	20.0
About Mississippi (1-12) [SOCIAL STUDIES]	13	65.0					1	5.0	6	30.0
American Legacy (5-6) [SOCIAL STUDIES]	12	60.0					2	10.0	6	30.0
BB's Cover the Globe (1-4) [SOCIAL STUDIES]	9	45.0	1	5.0	2	10.0	4	20.0	4	20.0
CNN Newsroom (5-12) [SOCIAL STUDIES]	8	40.0					7	35.0	5	25.0
Finding Our Way (4-7) [SOCIAL STUDIES]	12	60.0					2	10.0	6	30.0
Gettin' to Know Me (4-6) [SOCIAL STUDIES]	9	45.0	1	5.0			5	25.0	5	25.0
Global Gography (6-9) [SOCIAL STUDIES]	11	55.0					4	20.0	5	25.0
Holiday Specials (K-6) [SOCIAL STUDIES]	11	55.0					2	10.0	7	35.0
Juba (2-6) [SOCIAL STUDIES]	10	50.0	1	5.0	1	5.0	3	15.0	5	25.0
Life of Geo. Washington (4-12) [SOC. STUD.]	8	40.0					4	20.0	8	40.0
Taxes in U.S. History (5-9) [SOCIAL STUDIES]	5	25.0					9	45.0	6	30.0
Where in the World (3-6) [SOCIAL STUDIES]	9	45.0	1	5.0			3	15.0	7	35.0

N = 20

PG. 3

TARGET GROUP: ITV Liaisons **GRADE LEVEL: 4-6**

Additional Programming

PROGRAM	Definitely Keep N	Definitely Keep %	Need Topic-Prog. Not Eff. N	Need Topic-Prog. Not Eff. %	Definitely Drop N	Definitely Drop %	No Opinion/ Not Appliable N	No Opinion/ Not Appliable %	No Response N	No Response %
ARTifacts (Ages12-Adult))	3	15.0					10	50.0	7	35.0
CNN Newsroom (Ages12-Adult)	7	35.0					6	30.0	7	35.0
Club Connect (Ages12-Adult)	3	15.0					10	50.0	7	35.0
Ghostwriters (Ages 6-11)	6	30.0	1	5.0			7	35.0	6	30.0
Great Performances (Ages12-Adult)	5	25.0					9	45.0	6	30.0
The Infinite Voyage (Ages12-Adult)	5	25.0					8	40.0	7	35.0
MacNeil /Lehrer NewsHour (Ages12-Adult)	4	20.0					10	50.0	6	30.0
Mississippi Masters (Ages12-Adult)	3	15.0					10	50.0	7	35.0
Mississippi Outdoors (Ages12-Adult)	5	25.0					8	40.0	7	35.0
Mississippi Roads (Ages12-Adult)	9	45.0			1	5.0	5	25.0	5	25.0
NOVA (Ages12-Adult)	9	45.0					5	25.0	6	30.0
National Geographic Specials (Ages12-Adult)	11	55.0					3	15.0	6	30.0
Nature (Ages12-Adult)	7	35.0					6	30.0	7	35.0
The New Explorers (Ages 6-11)	7	35.0					6	30.0	7	35.0
Reading Rainbow (Ages 6-11)	16	80.0					1	5.0	3	15.0
Square One TV (Ages 6-11)	7	35.0	1	5.0			7	35.0	5	25.0
Star Hustler (Ages12-Adult)	3	15.0					9	45.0	8	40.0
Travels (Ages12-Adult)	6	30.0					8	40.0	6	30.0
Wonderworks (Ages 6-Adult)	12	60.0					3	15.0	5	25.0

TARGET GROUP: ITV Liaisons **GRADE LEVEL:** 7-9 19 **Responses**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of ITV Liaisons for programs listed for 4-6 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM		Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
		N	%	N	%	N	%	N	%	N	%
Images & Things (5-8)	[ART]	5	26.3					7	36.8	7	36.8
ACTion Challenge: Doing Your Best	[CAREER ED]	5	26.3	1	5.3	1	5.3	6	31.6	6	31.6
Trade-Offs (4-7)	[ECONOMICS]	6	31.6	2	10.5	1	5.3	4	21.1	6	31.6
Give & Take (7-9)	[ECONOMICS]	10	52.6	3	15.8			2	10.5	4	21.1
Parlez Moi (9-12)	[FOREIGN LANGUAGES]	4	21.1					9	47.4	6	31.6
Soup to Nuts (7-9)	[HEALTH]	10	52.6	1	5.3	1	5.3	3	15.8	4	21.1
Edit Point (9-12)	[LANG. ARTS/COMM]	3	15.8	1	5.3			9	47.4	6	31.6
Survivor's Guide to Learning(9-12)	[LANG. ARTS]	4	21.1					8	42.1	7	36.8
Tomes & Talismans (5-7)	[LANGUAGE ARTS]	16	84.2			1	5.3			2	10.5
Write On! (7-12)	[LANG. ARTS]	9	47.4	3	15.8			3	15.8	4	21.1
Zebra Wings (4-9))	[LANGUAGE ARTS]	11	57.9	2	10.5			1	5.3	5	26.3
Shakespeare in Perspect.(9-12)	[LANG. ARTS]	4	21.1					8	42.1	7	36.8
Short Story Classics (9-12)	[LANG. ARTS]	8	42.1					4	21.1	7	36.8
GED-TV Series (9-12)	[LIFE SKILLS]	6	31.6	1	5.3			6	31.6	6	31.6
Futures (7-12)	[MATHEMATICS]	11	57.9					4	21.1	4	21.1
Challenge of the Unknown(4-12	[MATHEMATICS]	5	26.3	1	5.3	2	10.5	5	26.3	6	31.6
The Metric System (4-9)	[M ATHEMATICS]	11	57.9	1	5.3			2	10.5	5	26.3
Power of Algebra	[MATHEMATICS]	13	68.4					3	15.8	3	15.8
World's Largest Concert (K-12)	[MUSIC]	6	31.6					7	36.8	6	31.6
Civil Defense (1-12)	[SAFETY]	10	52.6					3	15.8	6	31.6
Driving Tactics (9-12)	[SAFETY]	4	21.1					8	42.1	7	36.8
About Science (6-9)	[SCIENCE]	12	63.2	1	5.3					6	31.6
Bioscope (4-7)	[SCIENCE]	10	52.6	1	5.3			2	10.5	6	31.6
Dinosaur (7-12)	[SCIENCE]	11	57.9					2	10.5	6	31.6
It's Chemical (7-12)	[SCIENCE]	10	52.6					3	15.8	6	31.6
Physics Demonstrations (9-12)	[SCIENCE]	7	36.8			1	5.3	5	26.3	6	31.6
Sci-Fair (6-9)	[SCIENCE]	13	68.4	1	5.3	1	5.3	1	5.3	3	15.8

N = 19

ITV Liaisons Grades 7-9 pg. 2

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
Starfinder (7-12) [SCIENCE]	11	57.9	1	5.3	1	5.3	2	10.5	4	21.1
Weather Matrix (7-9) [SCIENCE]	12	63.2	2	10.5					5	26.3
About Mississippi (1-12) [SOCIAL STUDIES]	14	73.7	1	5.3			1	5.3	3	15.8
America Past (7-9) [SOCIAL STUDIES]	11	57.9	1	5.3	1	5.3	1	.5.3	5	26.3
Ancient Romans (7-12) [SOCIAL STUDIES]	11	57.9					3	15.8	5	26.3
CNN Newsroom (5-12) [SOCIAL STUDIES]	7	36.8			1	5.3	5	26.3	6	31.6
Finding Our Way (4-7) [SOCIAL STUDIES]	10	52.6					4	21.1	5	26.3
Global Gography (6-9) [SOCIAL STUDIES]	17	89.5	1	5.3					1	5.3
Jefferson's Popular Forest (7-12) [SOC. STUDIES]	5	26.3					7	36.8	7	36.8
Life of Geo. Washington (4-12) [SOC. STUD.]	12	63.2					2	10.5	5	26.3
Minorities and the Constitution (7-12) [SOC.STU.]	10	52.6			1	5.3	3	15.8	5	26.3
Miss. Today and Tomorrow (7-9) [SOC. STU]	15	78.9			1	5.3			3	15.8
Spaceship Earth (9-12) [SOCIAL STUDIES]	4	21.1					5	26.3	10	52.6
Taxes in U.S. History (5-9) [SOCIAL STUDIES]	9	47.4			1	5.3	2	10.5	7	36.8
You've Got That Right! (9-12) [SOCIAL STUDIES]	6	31.6					5	26.3	8	42.1
B asic Electricity: Dir Current (9-12) [VO. TECH]	5	26.3					9	47.4	5	26.3
Construction Technology (7-12) [VO. TECH]	8	42.1					6	31.6	5	26.3
Safety Gear Series (7-12) [VO. TECH]	9	47.4					6	31.6	4	21.1
Additional Programming										
ARTifacts (Ages12-Adult))	3	15.8					8	42.1	8	42.1
CNN Newsroom (Ages12-Adult)	7	36.8					6	31.6	6	31.6
Club Connect (Ages12-Adult)					1	5.3	9	47.4	9	47.4
Great Performances (Ages12-Adult)	8	42.1					6	31.6	5	26.3
The Infinite Voyage (Ages12-Adult)	6	31.6			1	5.3	5	26.3	7	36.8
MacNeil /Lehrer NewsHour (Ages12-Adult)	4	21.1			1	5.3	6	31.6	8	42.1
Mississippi Masters (Ages12-Adult)	10	52.6					4	21.1	5	26.3
Mississippi Outdoors (Ages12-Adult)	11	57.9	2	10.5			2	10.5	4	21.1
Mississippi Roads (Ages12-Adult)	15	78.9							4	21.1
NOVA (Ages12-Adult)	13	68.4							6	31.6
National Geographic Specials (Ages12-Adult)	16	84.2							3	15.8
Nature (Ages12-Adult)	10	52.6					2	10.5	7	36.8
Star Hustler (Ages12-Adult)	6	31.6					7	36.8	6	31.6
Travels (Ages12-Adult)	5	26.3					6	31.6	8	42.1
Wonderworks (Ages 6-Adult)	12	63.2					1	5.3	6	31.6

TARGET GROUP: ITV Liaisons GRADE LEVEL: 10-12 42 Responses

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of ITV Liaisons for programs listed for 10-12 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic- Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
Art of the Western World (10-12) [ART]	18	42.9	4	9.5			11	26.2	9	21.4
ACTion Challenge: Doing Your Best..ACT (9-12)	27	64.3	4	9.5			2	4.8	9	21.4
It's Your Future (10-12) [CAREER ED]	20	47.6	3	7.1			8	19.0	11	26.2
Economics U$A (10-12) [ECONOMICS]	21	50.0	3	7.1			9	21.4	9	21.4
Understanding Taxes (10-12) [ECONOMICS]	18	42.9					7	16.7	17	40.5
French in Action [10-12] [FOR LANGUAGES]	18	42.9	1	2.4			11	26.2	12	28.6
Parlez Moi (9-12) [FOR. LANGUAGES	11	26.2	1	2.4	1	2.4	12	28.6	17	40.5
Edit Point (9-12) [LANG. ARTS]	13	31.0	3	7.1			11	26.2	15	35.7
The Survivor's Guide to Learning [LANG. ARTS]	12	28.6	2	4.8			9	21.4	19	45.2
Write On! (7-12) [LANG. ARTS]	13	31.0	6	14.3	1	2.4	9	21.4	13	31.0
Postscripts (11) [LANGUAGE ARTS]	18	42.9					8	19.0	16	38.1
Shakespeare in Perspective (9-12) [LANG. ARTS	26	61.9	3	7.1			5	11.9	8	19.0
The Short Story (10-12) [LANGUAGE ARTS]	33	78.6					4	9.5	5	11.9
Short Story Classics (9-12) [LANGUAGE ARTS]	35	83.3					2	4.8	5	11.9
The GED-TV Series (9-12) [LIFE SKILLS]	26	61.9	1	2.4			5	11.9	10	23.8
Just Around the Corner I (10-12) [LIFE SKILLS]	22	52.4	4	9.5			4	9.5	12	28.6
Just Around the Corner II (10-12) [LIFE SKILLS]	22	52.4	4	9.5			4	9.5	12	28.6
Challenge of the Unknown(4-12) [MATHEMATICS	8	19.0	3	7.1	3	7.1	13	31.0	15	35.7
Concepts in Mathematics (10-12 [MATH.]	29	69.0					4	9.5	9	21.4
For All Practical Purposes (10-12) [MATH]	22	52.4	2	4.8			6	14.3	12	28.6
Futures (7-12) [MATHEMATICS]	15	35.7	2	4.8			12	28.6	13	31.0
World's Largest Concert (K-12) [MUSIC]	8	19.0	2	4.8	1	2.4	16	38.1	15	35.7

N = 42

ITV Liaisons Grades 10-12 pg. 2

PROGRAM	Definitely Keep N	%	Need Topic-Prog. Not Eff. N	%	Definitely Drop N	%	No Opinion/ Not Appliable N	%	No Response N	%
Civil Defense (1-12) [SAFETY]	18	42.9					7	16.7	17	40.5
Driving Tactics (9-12) [SAFETY]	19	45.2	1	2.4			6	14.3	16	38.1
Concepts in Science: Biology (10-12) [SCIENCE]	33	78.6					3	7.1	6	14.3
Concepts in Science: Chemistry [SCIENCE]	33	78.6					3	7.1	6	14.3
Concepts in Science: Physics [SCIENCE]	34	81.0					2	4.8	6	14.3
Dinosaur (7-12) [SCIENCE]	11	26.2	1	2.4			13	31.0	17	40.5
It's Chemical (7-12) [SCIENCE]	14	3.3	2	4.8			10	23.8	16	38.1
Physics Demonstrations (9-12) [SCIENCE]	30	71.4					3	7.1	9	21.4
Starfinder (7-12) [SCIENCE]	12	28.6	1	2.4	1	2.4	10	23.8	18	42.9
About Mississippi (1-12) [SOCIAL STUDIES]	23	54.8	3	7.1			4	9.5	12	28.6
The Ancient Romans (7-12) [SOCIAL STUDIES]	23	54.8	2	4.8			6	14.3	11	26.2
CNN Newsroom (5-12) [SOCIAL STUDIES]	14	33.3	1	2.4			11	26.2	16	38.1
Equal Justice Under Law (10-12) [SOC. STUD]	30	71.4					7	16.7	5	11.9
Geography in U.S. History (10-12) [SOC. STUD]	26	61.9					6	14.3	10	23.8
Jefferson's Popular Forest (7-12) [SOC. STUD]	5	11.9	2	4.8			16	38.1	19	45.2
Life of Geo. Washington (4-12) [SOC. STUD.]	7	16.7	2	4.8			15	35.7	18	42.9
Minorities and the Constitution (7-12) [SOC.STUD]	21	50.0					9	21.4	12	28.6
Spaceship Earth (7-12) [SOCIAL STUDIES]	12	28.6			1	2.4	11	26.2	18	42.9
Spirit of the Land (10-12) [SOCIAL STUDIES]	11	26.2	1	2.4	1	2.4	12	28.6	17	40.5
Twentieth Century History (10-12) [SOCIAL STUD	24	57.1	1	2.4			8	19.0	9	21.4
The U.S. Constitution (10-12) [SOCIAL STUDIES]	20	47.6	1	2.4			7	16.7	14	33.3
You've Got That Right (9-12) [SOCIAL STUDIES]	17	40.5	1	2.4			9	21.4	15	35.7
Basic Electricity: Dir. Current (9-12) [VOC TEC ED	19	45.2					9	21.4	14	33.3
Construction Technology Series (7-12) [VOC. TEC	20	47.6					8	19.0	14	33.3
Safety Gear Series (7-12) [VOC. TEC ED]	18	42.9					8	19.0	16	38.1
Additional Programming										
ARTifacts (Ages12-Adult))	10	23.8					15	35.7	17	40.5
CNN Newsroom (Ages12-Adult)	17	40.5	1	2.4			11	26.2	13	31.0
Club Connect (Ages12-Adult)	2	4.8	2	4.8			18	42.9	20	47.6
Great Performances (Ages12-Adult)	17	40.5	2	4.8			9	21.4	14	33.3
The Infinite Voyage (Ages12-Adult)	11	26.2	1	2.4			14	33.3	16	38.1
MacNeil /Lehrer NewsHour (Ages12-Adult)	15	35.7					11	26.2	16	38.1
Mississippi Masters (Ages12-Adult)	18	42.9	1	2.4			9	21.4	14	33.3
Mississippi Outdoors (Ages12-Adult)	21	50.0	1	2.4			4	9.5	16	38.1

N = 42

ITV Liaisons Grades 10-12 pg. 3

PROGRAM	Definitely Keep N	%	Need Topic-Prog. Not Eff. N	%	Definitely Drop N	%	No Opinion/ Not Appliable N	%	No Response N	%
Mississippi Roads (Ages12-Adult)	21	50.0	1	2.4			4	9.5	16	38.1
NOVA (Ages12-Adult)	27	64.3					4	9.5	11	26.2
National Geographic Specials (Ages12-Adult)	31	73.8					2	4.8	9	21.4
Nature (Ages12-Adult)	20	47.6					8	19.0	14	33.3
Star Hustler (Ages12-Adult)	7	16.7					16	38.1	19	45.2
Travels (Ages12-Adult)	10	23.8					13	31.0	19	45.2
Wonderworks (Ages 6-Adult)	11	26.2					16	38.1	15	35.7

ITV REPRESENTATIVE QUESTIONNAIRE
REPORT

The majority of the respondents (72%) answering the questionnaire were certified school library media specialists. Over 71% of the schools did not have a district library supervisor or a district media center. There was an average number of 35 teachers in each school and an average number of 595 students per school.

Only 9% of the respondents did not receive the Mississippi ETV signal. Of those who did, 63% receive their signal from the local cable company. Approximately half of the respondents have a satellite dish. Most of the downlink dishes were courtesy of Whittle Communications (Channel One).

The average school owns 17 video players and TV receivers. However, the average school only owns 3 video recorders. On an average, 1 CD-ROM player, 1.5 camcorders, and 2 VCR/TV combination sets are in schools with a small number of schools currently owning laser players with a range of 1 to 5 players and an average of .48 per school. About half the respondents felt they had enough video equipment to meet faculty needs.

A majority of the respondents (64%) stated that ITV was very effective as an instructional tool with 26% describing ITV as moderately effective. Out of an average of 35 teachers per school, only 15 used ITV on a regular basis (at least 3 times per week). 40% were using ITV programming more during the past three years; 36% were using it less. Reasons given were:

1. Not enough time to teach and use programs.
2. Fewer programs available.
3. Time of broadcast

The respondents acquired programs from a number of sources and a number of delivery methods. Out of an average tape library of 219 tapes, 47% received tapes via ETV, 37% from other channels or other sources, and 33% from commercial sources. Tapes were acquired by the following delivery methods:

1. Off-air broadcast from ETV
2. Purchase of commercial videotapes
3. Off-air from other channels

The availability of block feeds has made more ITV programs accessible. However, when asked about problems with block feeds, respondents stated the following:

1. Not enough personnel available to tape programs off the air
2. Time not convenient for taping
3. Broadcast too late in the year to use effectively.

A majority of the respondents (library media specialists) requested an elementary block feed of ITV programming during the school day between 8 a.m. and 10 a.m.

A majority of the respondents (library media specialists) requested a secondary level block feed of ITV programming during the school day between 10 a.m. and 3 p.m.

The method of program delivery preferred by ITV media specialists was:

1. Broadcast in two-hour block feed for taping during school day (elementary) (anytime during school day, preferably 8-10 a.m.
2. Broadcast in two-hour block feed for taping during school day (secondary) (Suggested 10:00 a.m. to 3:00 p.m.)
3. Broadcast during day, one program per week.

The Duplication tape service was cited as being helpful/somewhat helpful by 55% of the respondents. Problems with using the duplication service were:

1. Difficult to obtain funding from school/district
2. Teachers do not request programs available
3. Copyright restrictions

The respondents stated the most effective source used to receive information about ETV programming is the ITV Resource Catalog, followed by the I.T.V. Newsletter and the ITV Schedule Update. At this time, most teachers access programming by using a copy available in the media center, followed by a copy provided to each department/grade chair. All respondents felt the ITV Resource Catalog should be received in the schools by August at the latest. 41% of the respondents felt one resource book per teacher was needed, followed by 27% with one per four teachers, and 8% requesting at least one book per six teachers.

A large majority of the respondents (85%) felt the curriculum correlation section of the ITV Resource book was helpful. Along the same line, there were several questions relating to electronic bulletin boards and a national computer-based information system that would provide current information on television programs, subject matter, and instructional goals. Over 64% of the respondents stated they would like to have access to an ETV information system. 51% were interested in an ETV electronic bulletin board.

School visitation by an ETV/ITV consultant is still viewed as the most effective way for ETV to learn about needs followed by annual need assessment/surveys, and the ITV Representative Round-up.

Additional comments came from the extensive comments section of the questionnaire. They were:

- Users of instructional programming are often confused about copyright restrictions. In earlier years, MAET purchased unlimited duplication rights for all programs available in the instructional schedule. This is no longer true and librarians stated that a return to unrestricted use would be helpful.

- A number of the programs have been in the instructional schedule for 7 or more years. There has been a decrease in instructional programming. There were several comments regarding outdated programs and the general void in current programming.

- A number of comments related to the need for a block feed of new programs at the beginning of the shool year. By block-feeding them early in the school year, there would be increased use of these programs. A few respondents requested airing the Reading Rainbow Series earlier in the school year.

- Librarians and teachers have too many duties and have difficulty providing the time necessary to adequately provide timely information on ETV offerings.

- Teachers are not using teacher guides routinely. The cost and difficulty in ordering is a problem. There were several requests for teacher guide duplication rights.

- Distance Learning Programs from SERC are not being used by the respondents. These are programs also available on satellite. If broadcast time is used, it should be as a result of requests for selected courses used in the schools. i.e. Spanish, Integrated Science.

- More information is needed in a timely fashion. Communication with respondents seemed at an all-time low. The ITV Advisory Group had not met in several years; a smaller number of educational consultants are available to meet communication needs than ever before in the history of MAET.Miss program. Decisions to add or delete programs should be based on input from users.

- Available broadcast time seems to be going away from the school-age child. Much emphasis is now on early childhood education. At least three respondents were disheartened with the trend away from the school age child.

ITV Liaisons - Grades K-3
TOP 15 SELECTIONS

1. The Letter People I
2. The Letter People II
3. Sesame Street
4. Reading Rainbow
5. The Magic Place
6. All About You
7. The Inside Story with Slim Goodbody
8. Gather 'Round
9. Math Factory
10. Mr. Rogers' Neighborhood
11. Mrs. Cabobble's Caboose
12. Take a Look
13. McGruff the Crime Dog Series
14. The Outside Story with Slim Goodbody
15. Barney and Friends

ITV Liaisons - Grades 4-6
TOP 15 SELECTIONS

1. Reading Rainbow
2. Bioscope
3. 3-2-1 Classroom Contact
4. Tomes and Talismans
5. Math Works
6. McGruff the Crime Dog Series
7. The "All About" Series
8. The Outside Story with Slim Goodbody
9. About Mississippi
10. Eat Well, Be Well
11. Your Choice.... Our Chance
12. The Metric System
13. The Animal Families Series
14. First Films on Science
15. American Legacy (tie)
15. Finding Our Way (tie)
15. Wonderworks (tie)

ITV Liaisons - Grades 7-9
TOP 15 SELECTIONS

1. Global Geography
2. Tomes and Talismans
3. National Geographic Specials
4. Mississippi Today and Tomorrow
5. Mississippi Roads
6. About Mississippi
7. Power of Algebra
8. Sci-Fair
9. NOVA
10. About Science
11. Weather Matrix
12. Life of George Washington
13. Wonderworks
14. Zebra Wings
15. Futures (tie)
15. The Metric System (tie)
15. Dinosaur (tie)
15. Starfinder (tie)
15. America Past (tie)
15. Ancient Romans (tie)
15. Mississippi Outdoors (tie)

ITV Liaisons - Grades 10-12
TOP 15 SELECTIONS

1. Short Story Classics
2. Concepts in Science: Physics
3. The Short Story
4. Concepts in Science: Biology
5. Concepts in Science: Chemistry
6. National Geographic Specials
7. Physics Demonstrations
8. Equal Justice Under Law
9. Concepts in Mathematics
10. ACTion Challenge: Doing Your Best
11. NOVA
12. Shakespeare in Perspective
13. The GED-TV Series
14. Geography in U.S. History
15. Twentieth Century History

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

Dear Principal;

Mississippi Authority for Educational Television has contracted with Educational Planners and Evaluators (EPE) of Monroe, Louisiana to conduct an ETV utilization study. The purpose of the study is to ascertain an understanding of how frequently and to what degree classroom teachers integrate instructional television programs into their curriculum. Their responses on this questionnaire will be very valuable to the decisions affecting future programming and the funding of educational and instructional television in Mississippi.

Please assist us by forwarding the enclosed questionnaires to three of your teachers. Please choose the three teachers by taking your teacher roster and giving a questionnaire to the first, middle, and last teacher on the list. Also, please ask them to return the questionnaire to you when they are finished. You can further help us by putting the questionnaires in the enclosed envelope and returning it to EPE by April 27.

Thank you for your assistance.

Sincerely,

Bob N. Cage

Bob N. Cage,
Project Director

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

Dear Teacher;

The Mississippi Authority for Educational Television has contracted with Educational Planners and Evaluators (EPE) of Monroe, Louisiana to conduct an ETV utilization study. The purpose of the study is to ascertain an understanding of how frequently and to what degree classroom teachers integrate instructional television programs into their curriculum. We also hope to gain a sense of your feelings about how the elementary/secondary ETV services can be improved. Your responses to this questionnaire will be very valuable to the decisions affecting future programming and funding of educational and instructional television in Mississippi.

By instructional television (ITV), we mean a very specific type of programming. A list of instructional television series is enclosed and should assist you as to what this study defines as ITV. While ITV may appear in your school in a variety of formats---videotapes recorded by your school media specialist, videotapes recorded and circulated by the district Instructional Media Center, or programs broadcast or cablecast during school hours---please refer to the enclosed titles for a definition of instructional television. For example, even though you may use NATIONAL GEOGRAPHIC SPECIALS or NOVO for instruction, these programs are not defined as ITV for the purpose of this study. Neither of them appears on the enclosed list and your use of them should not bear upon any of your responses to study questions.

Please take a few minutes of your time to complete the questionnaire. When finished, please return it to your principal as soon as possible. Your responses will remain confidential and will become a part of the aggregate totals in our report. Your principal will return the questionnaire to EPE. Also, if you have any questions about the study, please call Dr. Savan Wilson, 266-4359, in Hattiesburg.

Thank you in advance for your time and your responses.

Sincerely,

Bob N. Cage

Bob N. Cage

K-12 TEACHER QUESTIONNAIRE

School____

School District______________________________________

1. Circle all grades which you teach this year. (If ungraded, circle nearest grade equivalents.)

   K 1 2 3 4 5 6 7 8 9 10 11 12

2. If you are a secondary teacher, which subjects do you teach? (Check all that apply)

   _____Art
   _____Business
   _____Career Education
   _____Computer Science
   _____English/Language Arts
   _____Foreign Language
   _____Health/Guidance
   _____Mathematics
   _____Music
   _____Physical Education
   _____Science
   _____Social Studies
   _____Vocational/Technology
   _____Other:____________________

3. Is ITV programming available for you to use with any of your classes? (Instructional Television (ITV): Curriculum-based programming which is acquired by the Mississippi Educational Network for educational use)

   Yes **No**

4. Are you using ITV this year? **Yes** **No**

5. Do you use ITV on a regular basis (at least 3 times a month):

   Yes **No**

6. Generally speaking, is video equipment available to you at the time you need it?

   Yes **No**

7. Which of the following best describes your attitude toward ITV as an instructional tool in your classes?

   _____Very effective
   _____Moderately effective
   _____Neither effective nor ineffective
   _____Relatively ineffective
   _____Not effective at all

8. Are you using Mississippi ETV programming MORE or LESS than you you have in the past three years? **MORE** **LESS**

9. If **LESS**, please check all the reasons that apply:
_____No programs of interest
_____Difficulty in getting the tapes off air
_____Not enough VCRs and TVs
_____Time of broadcast
_____Did not know what was available in subject area
_____Not enough time to teach and use the programs
_____Fewer programs available
_____Other:____

10. How do you learn about or select ITV programs for your classroom?
_____*ITV Resource Guide*
_____Library Media Specialist suggests programs
_____Professional journals
_____ITV Newsletters
_____Mississippi ETV Times (primetime/weekend)
_____Other:____

11. How do you have access to the *ITV Resource Catalog* of current program listings? Check all that apply:
_____A copy is provided each teacher
_____A copy is provided for each department/grade chair
_____A copy is available in the media center
_____The *ITV Resource Catalog* is not available in my school
_____Other:____

12. If the supply of *ITV Resource Catalogs* is limited, would you be willing to pay a small fee for a copy? **YES** **NO**

13. Is the curriculum correlation section in the *ITV Resource Catalog* helpful? **YES** **NO**

If **NO**, why not?

14. Do you use the Teacher Guides that are available for most program series for planning ITV lessons?
_____Use regularly
_____Use occasionally
_____Use rarely
_____Do not use

15. If you marked "use rarely" or "do not use" above, why not?
_____Not available in school
_____Too costly
_____Do not know how to obtain
_____Have not found Teachers Guides to be worthwhile
_____Other:____

16. Are the student supplements that are available for some programs beneficial? **YES** **NO**

17. Which of the following describes your use of ITV in the classroom?
_____Not applicable
_____Use entire series of programs
_____Use selected programs from a series
_____Use segments within programs to illustrate concepts
_____Use programs to reinforce prior learning
_____Use programs on an enrichment-only basis

18. Do you have access to an adequate number of tapes in your subject area? **YES** **NO**

19. How can ETV solicit your input in the selection of new programming available nationally? (Check all that apply)
_____Send printed material for review
_____Provide preview opportunities via scheduled broadcasts
_____Conduct statewide meetings
_____Other:____

20. Has your media specialist or ITV Liaison ever provided you with information on how to access ITV for classroom use?
YES **NO**

21. Have you ever received training from an ITV consultant who works for Mississippi ETV? **YES** **NO**

If **NO**, please check all that apply:
_____Have not needed additional training
_____Did not know about available assistance
_____Our media specialist/ITV liaison did not provide information
_____Other:____

22. Are you interested in staff development workshops provided by ETV? **YES** **NO**

If **YES**, which of the following topics would be of interest to you in the future? Check all that apply.
_____Lesson planning with ITV
_____Subject-specific utilization of ITV
_____Visual learning theory
_____Copyright questions and answers
_____Video disc technology
_____Computer training
_____Multimedia
_____Getting started in distance education
_____"Repurposing" videodiscs using authoring tools
_____Other:____

23. During this year, did you have your students watch "live" at time of broadcast) ETV programs during the school day? **YES** **NO**

If **YES**, approximately how many hours a week?________
If **NO**, why not?

24. What would be the most convenient way for you to view staff development workshops?
_____Taped
_____Live broadcast
_____Workshop setting in region
_____Other:____

25. If live broadcast, what time of day and day of week would you most like to view staff development program?
Time:_______________ **Day of Week:**_________________

26. Did you view any of the Interactive Teletalk programs this year?
YES **NO**

27. What is the best time for ETV to air the interactive Teletalk in-service programs in order for you to participate?
Time:_______________ **Day of Week:**_________________

28. During this year, did you or anyone else tape programs off-air for your use? **YES** **NO**

If **YES**, approximately how many hours per week?____________

29. How helpful has the ETV service of selling duplicated tapes been in making ITV programs available in your school?
_____Very helpful
_____Helpful
_____Somewhat helpful
_____Not helpful
_____Don't know

30. If use of the ETV service of selling duplicated tapes is a problem, please rank order the following reasons (1=greatest, 6=least). If not a problem, go to the next question.
_____Did no know there was a tape duplications service
_____Not easy to order
_____Difficult to obtain funding from school/district
_____Do not request programs available
_____Copyright restrictions
_____Other:____

31. If copyright or costs allow, which series would you like to see added or returned to the schedule?

32. A national provider plans to provide the following seminars for students next year. Please indicate your interest in using these programs if aired:

A: Interactive Seminars in International Studies:

This series, provided in nine 50-minute sessions, will allow students to participate in discussions on international policy issues with those involved in framing policy throughout the world.

YES **NO**

B: Interactive Government Seminars:

A series of six U.S. Government seminars that will place students in direct contact with those people who shape and implement the legislation that affects all of us.

YES **NO**

33. Are you interested in live broadcast of special events such as Gubernatorial Inauguration, World's Greatest Concert, Sky Bridges, Shuttle Launch, Under Sea Exploration, America 2000, and Mississippi 2000?

YES **NO**

In order to answer **question 34**, please review the current daytime ITV/Distance Learning broadcast schedule of Mississippi ETV shown to the right.

ITV/Distance Learning Week•At•A•Glance

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 a.m.	GED	FARMWEEK	LEARN TO READ		
6:30	CNN NEWSROOM - MIDDLE AND HIGH SCHOOL				
6:45	AM WEATHER				
7:00	SESAME STREET				
7:30					
8:00	IN SCHOOL EARLY CHILDHOOD	DISTANCE LEARNING CLASS WORLD GEOGRAPHY – HONORS			IN SCHOOL EARLY CHILDHOOD
8:30					
9:00	CNN NEWSROOM - MIDDLE AND HIGH SCHOOL				
9:15	ITV-FYI	DISTANCE LEARNING CLASS - *SCIENCE 7*			ITV-FYI
9:30					
9:45	Elementary Block Feeds	ELEMENTARY ITV PROGRAMMING			Elementary Block Feeds
10:00					
10:30					
11:00	LAMBCHOP'S PLAYALONG				
11:30	SESAME STREET				
12:00					
12:30 p.m.	GED			LEARN TO READ	
1:00	DISTANCE LEARNING JAPANESE	STAFF DEVELOPMENT	DISTANCE LEARNING JAPANESE	STAFF DEVELOPMENT	DISTANCE LEARNING JAPANESE
1:30					
2:00	FRENCH IN ACTION		TELETALK	FRENCH IN ACTION	
2:30	READING RAINBOW			READING RAINBOW	
3:00	SQUARE ONE		ITV SPECIAL	SQUARE ONE	
3:30	BARNEY & FRIENDS				
4:00	MR. ROGERS				
4:30	SESAME STREET				
5:00					
5:30	WHERE IN THE WORLD IS CARMEN SANDIEGO				
6:00					

34a.

In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate.

34b.

In **Section II** of the matrix below, place a check in one of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program.

	SECTION I	SECTION II (Check only ONE Column)		
PROGRAM	Scheduled Broadcast Time Is Appropriate	Amount of Broadcast Time Is Appropriate	More Broadcast Time Is Needed	Less Broadcast Time Is Needed
1. GED	1.	1.	1.	1.
2. Farmweek	2.	2.	2.	2.
3. Learn to Read	3.	3.	3.	3.
4. CNN Newsroom	4.	4.	4.	4.
5. AM Weather	5.	5.	5.	5.
6. Sesame Street	6.	6.	6.	6.
7. In School Early Childhood	7.	7.	7.	7.
8. World Geography--Honors	8.	8.	8.	8.
9. ITV-FYI	9.	9.	9.	9.
10. Science-7	10.	10.	10.	10.
11. Elementary Block Feed	11.	11.	11.	11.
12. Elementary ITV Programming	12.	12.	12.	12.
13. Lamb Chop's Play Along	13.	13.	13.	13.
14. Japanese	14.	14.	14.	14.
15. Staff Development	15.	15.	15.	15.
16. French in Action	16.	16.	16.	16.
17. TeleTalk	17.	17.	17.	17.
18. Reading Rainbow	18.	18.	18.	18.
19. Square One	19.	19.	19.	19.
20. ITV Special	20.	20.	20.	20.
21. Barney & Friends	21.	21.	21.	21.
22. Mr. Rogers	22.	22.	22.	22.
23. Where . . . is Carmen SanDiego	23.	23	23	23

35. Only using your subject area, please mark the appropriate column in the matrix below based on your instructional needs. This information will be used to make future programming decisions.

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Art				
The Art Chest (1-2)				
The Art Maker (4-6)				
Art of the Western World (10-12)				
Images & Things (5-8)				
Career Education				
ACTion Challenge: Doing Your Best on the ACT (9-12)				
Bread & Butterflies (4-6)				
It's Your Future (10-12)				
Economics and Consumer Education				
Economics USA (10-12)				
Give & Take (7-9)				
Pennywise (1-3)				
Trade-Offs (4-7)				
Understanding Taxes (10-12)				
Foreign Language				
Amigos (K-2)				
French in Action (10-12)				
Parlez-Moi I (9-12)				
Health				
All About You (1-2)				
The Body Works (4-6)				
Cincinnati Bones and the Treasure of Health (1-6)				
The Clyde Frog Show (1-3)				
Eat Well, Be Well (1-4)				
Growing Up, Growing Older (5-6)				
Inside/Out (3-5)				
The Inside Story with Slim Goodbody (3-5)				
Just for Me (2-4)				
Soup-to-Nuts (7-9)				
Your Choice . . . Our Chance (5-6)				
Language Arts/Communication Skills				
Cursive Handwriting (2-3)				
Edit Point (9-12)				
Elementary Language Skills (3-5)				
The Letter People 1 (1-3)				
The Letter People 2 (1-3)				
The Magic Place (K)				
The Survivor's Guide to Learning (9-12)				
Thinkabout (5-6)				
Tomes & Talismans Library Venture (5-7)				
Wordscape (4-6)				
The Write Channel (2-4)				
Write On! (7-12)				
Zebra Wings (4-9)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Language Arts/Reading & Literature				
Gather 'Round (1-3)				
Postscripts (11)				
Read All About It! (4-6)				
Shakespeare in Perspective (9-12)				
The Short Story (10-12)				
Short Story Classics (9-12)				
The Wild World Series (1-3)				
Life Skills				
The GED-TV Series (9-12)				
Just Around the Corner I (10-12)				
Just Around the Corner II (10-12)				
Mathematics				
The Challenge of the Unknown (4-12)				
Concepts in Mathematics (10-12)				
Figure Out (4-6)				
For All Practical Purposes (10-12)				
Futures (7-12)				
Math Cycle (2-3)				
Math Factory (1-2)				
Math Patrol (2-3)				
Math Works (5)				
The Metric System (4-9)				
The Power of Algebra (8-9)				
Music				
Mrs. Cabobble's Caboose (K-3)				
Music and Me (4-6)				
World's Largest Concert (K-12)				
Safety				
About Safety (1-6)				
Civil Defense (1-12)				
Driving Tactics (9-12)				
McGruff the Crime Dog Series (1-6)				
Smoke Detectives (K-6)				
Science				
About Science (6-9)				
The "All About" Series (4-5)				
The Animal Families Series (4)				
Bioscope (4-7)				
Concepts in Science: Biology (10-12)				
Concepts in Science: Chemistry (10-12)				
Concepts in Science: Physics (10-12)				
Dinosaur (7-12)				
First Films on Science (3-6)				
A Home for Pearl (1-6)				
It's Chemical (7-12)				
No Time to Waste (K-6)				
The Outside Story with Slim Goodbody (3-5)				
Physics Demonstrations (9-12)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Science (Continued)				
Sci-Fair (6-9)				
Starfinder (7-12)				
Take a Look (1-2)				
3-2-1 Classroom Contact (4-6)				
Weather Matrix (7-9)				
Social Studies				
About Mississippi (1-12)				
America Past (7-9)				
American Legacy (5-6)				
The Ancient Romans (7-12)				
BB's Cover the Globe (1-4)				
CNN Newsroom (5-12)				
Equal Justice Under Law (10-12)				
Finding Our Way (4-7)				
Geography in U.S. History (10-12)				
Gettin' to Know Me (4-6)				
Global Geography (6-9)				
Holiday Specials (K-6)				
Jefferson's Poplar Forest (7-12)				
Juba (2-6)				
The Life of George Washington (4-12)				
Minorities and the Constitution (7-12)				
Mississippi: Today and Tomorrow (7-9)				
Spaceship Earth (9-12)				
Spirit of the Land (10-12)				
Taxes in U.S. History (5-9)				
Twentieth Century History (11-12)				
Under the Blue Umbrella (1-3)				
The U.S. Constitution (10-12)				
Where in the World (3-6)				
You've Got That Right! (9-12)				
Vocational-Technical Education				
Basic Electricity: Direct Current (9-12)				
Construction Technology Series (7-12)				
Safety Gear Series (7-12)				
Staff Development				
David's Legacy: TV Cart Safety				
Dealing with Social Problems in the Classroom				
Education: The Way Up				
How to Talk So Kids Will Listen				
ITV: FYI				
Just for Me				
Mathematics In-Service				
Teaching for Thinking: Creativity in the Classroom				
TeleTalk				
The 25" Tutor–Teaching with Television				
Your Choice . . . Our Chance				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Additional Programming				
ARTifacts (Ages12- Adult)				
Barney & Friends (Ages 2-5)				
CNN Newsroom (Ages 12-Adult)				
Club Connect (Ages 12-Adult)				
Ghostwriters (Ages 6-11)				
Great Performances (Ages 12-Adult)				
The Infinite Voyage (Ages 12-Adult)				
Lamb Chop's Play Along (Ages 2-5)				
Long Ago & Far Away (Ages 2-5)				
The MacNeil/Lehrer NewsHour (Ages 12- Adult)				
Mississippi Masters (Ages 12- Adult)				
Mississippi Outdoors (Ages 12-Adult)				
Mississippi Roads (Ages 12-Adult)				
Mister Rogers' Neighborhood (Ages 2-5)				
NOVA (Ages 12-Adult)				
National Georgraphic Specials (Ages 12-Adult)				
Nature (Ages 12-Adult)				
The New Explorers (Ages 6-11)				
Reading Rainbow (Ages 6-11)				
Sesame Street (Ages 2-5)				
Shining Time Station (Ages 2-5)				
Square One TV (Ages 6-11)				
Star Hustler (Ages 12-Adult)				
Travels (Ages 12-Adult)				
Wonderworks (Ages 6-Adult)				

36. Please provide any comments you would like to make:

K-12 Teacher Questionnaire RESULTS

Section A: Compilation from all respondents

Section B: Compilation by grade levels with specific information on programs targeted for selected grade levels.

(K-12 Teacher Questionnaire Population)

Section A: Compilation from all K-12 Teacher Questionnaire respondents

K-12 TEACHER QUESTIONNAIRE

N = 400
Note: Questionnaires with completed results may differ slightly (in number of pages) than the blank mailed questionnaires in order to contain the final data.

School____
School District____

1. Circle all grades which you teach this year. (If ungraded, circle nearest grade equivalents.

K 1 2 3 4 5 6 7 8 9 10 11 12
n= 263 **n=137**

2. If you are a secondary teacher, which subjects do you teach? (check all that apply)

2	Art	**14**	Mathematics
4	Business	**2**	Music
1	Career Education	**0**	Physical Education
1	Computer Science	**18**	Science
34	English/Language Arts	**13**	Social Studies
2	Foreign Language	**3**	Vocational/Technology
0	Health/Guidance	**42**	Other:(Various combinations)

3. Is ITV programming available for you to use with any of your classes? (Instructional Television (ITV): Curriculum-based programming which is acquired by the Mississippi Educational Network for educational use)

YES: 332 83.0% NO: 47 11.7% NR: 21 5.2%

4. Are you using ITV this year?

YES: 247 61.7% NO: 146 36.5% NR: 21 5.2%

5. Do you use ITV on a regular basis (at least 3 times a month):

YES: 138 34.5% NO: 250 62.5% NR: 12 3.0%

6. Generally speaking, is video equipment available to you at the time you need it?

YES: 347 86.7% NO: 39 9.7% NR: 14 3.5%

7. Which of the following best describes your attitude toward ITV as an instructional tool in your classes?

166	**41.5**	Very effective
162	**40.5**	Moderately effective
39	**9.7**	Neither effective nor ineffective
8	**2.0**	Relatively ineffective
7	**1.7**	Not effective at all
18	**4.5**	NR

8. Are you using Mississippi ETV programming MORE or LESS than you have in the past three years?

MORE: 146 36.5% LESS: 202 50.5% NR: 52 13%

9. If LESS, please check all the reasons that apply:

			In Combination	
4	1.0%	a. No programs of interest	15	3.7%
2	.5%	b. Difficulty in getting the tapes off air	41	10.2%
12	3.0%	c. Not enough VCR's and TV's	67	16.7%
6	1.5%	d. Time of broadcast	64	16.0%
9	2.2%	e. Did not know what was available in subject area	52	13.0%
38	9.5%	f. Not enough time to teach and use the programs	111	27.7%
9	2.2%	g. Fewer programs available	30	7.5%
136	34.1%	h. Other: **Includes comb. of above & comments (25)**		
184	46.0%	**NR**		

10. How do you learn about or select ITV programs for your classroom?

			In Combination	
108	27.0%	a. ITV Resource Guide	246	61.5%
58	14.5%	b. Library Media Specialist suggests programs	179	44.7%
2	.5%	c. Professional journals	10	2.5%
3	.7%	d. ITV Newsletters	31	7.7%
14	3.5%	e. Mississippi ETV Times (primetime/weekend)	64	16.0%
173	43.3%	f. Other: **Includes comb. of above & comments(27)**		
42	10.5%	**NR**		

11. How do you have access to the ITV Resource Catalog of current program listings? Check all that apply:

			In Combination	
66	16.5%	a. A copy is provided each teacher	111	27.7%
16	4.0%	b. A copy is provided for each department/grade chair	38	9.5%
189	47.2%	c. A copy is available in the media center	251	62.7%
19	4.7%	d. The ITV Resource Catalog is not available in my school	23	5.7%
76	19.1%	e. Other: **Includes comb. of above & comments (15)**		
34	8.5%	**NR**		

12. If the supply of ITV Resource Catalogs is limited, would you be willing to pay a small fee for a copy?

YES: 147 36.7% NO: 217 54.2% NR: 36 9.0%

13. Is the curriculum correlation section in the ITV Resource Catalog helpful?

YES: 330 82.5% NO: 16 4.0% NR: 54 13.5%

If NO, why? See comments

14. Do you use the Teacher Guides that are available for most program series for planning ITV lessons??

50	12.5%	a. Use regularly
139	34.7%	b. Use occasionally
65	16.2%	c. Use rarely
132	33.0%	d. Do not use
14	3.5%	NR

15. If you marked "use rarely" or "do not use" above, why not?

			In Combination	
36	9.0%	a. Not available in school	47	11.7
7	1.7%	b. To costly	11	2.7%
41	10.2%	c. Do not know how to obtain	48	12.0%
11	2.7%	d. Have not found teachers guides to be worthwhile	14	3.5%
75	18.7%	e. Other: **Includes comb. of the above & comments.**		
230	57.5%	**NR**		

16. Are the student supplements that are available for some programs beneficial?

YES: 198 49.5% NO: 33 8.2% NR: 169 42.2%

17. Which of the following describes your use of ITV in the classroom?

			In Combination	
78	19.5%	a. Not applicable	78	19.5%
12	3.0%	b. Use entire series of programs	46	11.5%
69	17.2%	c. Use selected programs from a series	186	46.5%
10	2.5%	d. Use segments within program to illustrate concepts	71	17.7%
34	8.5%	e. Use programs to reinforce prior learning	165	41.2%
27	6.7%	f. Use programs on an enrichment-only basis	68	17.0%
152	38.0%	**Includes combinations of the above**		

18. Do you have access to an adequate number of tapes in your subject area?

YES: 199 49.7 NO: 167 41.7% NR 34 8.5%

19. How can ETV solicit your input in the selection of new programming available nationally? (check all that apply)

			In Combination	
158	**39.5%**	a. Send printed material for review	**306**	**76.5%**
42	**10.5%**	b. Provide preview opportunities via scheduled broadcasts	**183**	**45.7%**
11	**2.7%**	c. Conduct statewide meetings	**66**	**16.5%**
164	**41.0%**	d. Other: **Includes comb. of the above & comments**		

20. Has your media specialist or ITV Liaison ever provided you with information on how to access ITV for classroom use?

YES: 251 61.7% NO: 132 33.0% NR: 17 4.2%

21. Have you ever received training from an ITV consultant who works for Mississippi ETV?

YES: 75 18.8% NO: 301 75.2% NR: 24 6.0%

If NO, please check all that apply:

47	**11.7%**	a. Have not needed additional training
162	**40.5%**	b. Did not know about available assistance
14	**3.5%**	c. Our media specialist/ITV liaison did not provide information
57	**14.2%**	d. Other: **Includes comb. of the above & comments(6)**
120	**30.0%**	**NR**

22. Are you interested in staff development workshops provided by ETV?

YES: 310 77.5% NO: 68 17.0% NR: 22 5.5%

If yes, which of the following topics would be of interest to you in the future? Check all that apply

			In Combination	
24	**6.0%**	a. Lesson planning with ITV	**210**	**52.5%**
24	**6.0%**	b. Subject-specific utilization of ITV	**209**	**52.2%**
5	**1.2%**	c. Visual learning theory	**98**	**24.5%**
5	**1.2%**	d. Copyright questions and answers	**66**	**16.5%**
2	**.5%**	e. Video disc technology	**32**	**8.0%**
4	**1.0%**	f. Computer training	**99**	**24.7%**
3	**.7%**	g. Multimedia	**64**	**16.0%**
1	**.2%**	h. Getting started in distance education	**17**	**4.2%**
1	**.2%**	i. "Repurposing" videodiscs using authoring tools	**12**	**3.0%**
246	**61.5%**	j. Other **Includes comb. of above & comments (1)**		

23. During this year, did you have your students watch "live" (at time of broadcast) ETV programs during the school day?

YES: 94 23.5% NO: 291 72.7% NR: 15 3.7%

If YES, approximately how many hours a week? **X = 2.2 hrs/wk**
If No, why not? **see comments**

24. What would be the most convenient way for you to view these staff development workshops?

			In Combination	
235	58.7%	a. Taped	278	69.5%
11	2.7%	b. Live broadcast	20	5.0%
92	23.0%	c. Workshop setting in region	135	33.7%
50	12.5%	d. Other **Includes comb. of the above & comments**		
12	3.0%	**NR**		

25. If live broadcast, what time of day and day of week would you most like to view the staff development program?
Time: **AM - 13.5% PM - 16% Eve - 21% NR - 49.5%**
Day of week: **Mon - 15.2% Tues - 14.5% Wed - 13.7%**
Thur - 2.7% Fri 3.7% NR - 50.0%

26. Did you view any of the interactive Teletalk programs this year?
YES: 37 9.2% NO: 345 86.2% NR: 18 4.5%

27. What is the best time for ETV to air the interactive Teletalk in-service programs in order for you to participate?

Time: **AM - 17% PM - 16.7% Eve - 20% NR 46.3%**
Day of week: **Mon- 19.5% Tue - 11.0% Wed - 12.7%**
Thur - 3% Fri - 4.5% Sat - .1%
Sun - .2%

28. During this year, did you or anyone else tape programs off-air for your use **YES: 159 39.7% NO: 219 54.7% NR: 22 5.5%**

If YES, approximately how many hours per week? **X = 1.7 hrs/wk**

29. How helpful has the ETV service of selling duplicated tapes been in making ITV programs available in your school?

52	**13.0%**	a. Very helpful
61	**15.2%**	a. helpful
33	**8.2%**	c. Somewhat helpful
20	**5.0%**	d. Not helpful
212	**53.0%**	e. Don't know
22	**5.5%**	**NR**

30. If use of the ETV service of selling duplicated tapes is a problem, please rank order the following reasons (1=Greatest, 6=Least). If not a problem, go to the next question.

2nd a. Did not know there was a tape duplications service
5th b. Not easy to order
1st c. Difficult to obtain funding from school/district
3rd d. Do not request programs available
4th e. Copyright restrictions
6th f. Other:___**see comments**____

31. If copyright and costs allow, which series would you like to see added or returned to the schedule?

See comments:
1. Reading Rainbow earlier in the day
2. More programming for early childhood
3. More science programming

32. A national provider plans to provide the following seminars for students next year. Please indicate your interest in using these programs if aired:.

a) Interactive Seminars in International Studies:
This series, provided in nine 50-minute sessions, will allow students to participate in discussions on international policy issues with those involved in framing policy throughout the world.

YES: 103 25.7% NO: 237 59.2% NR: 60 15.0%

b) Interactive Government Seminars:
A series of six U.S. Government seminars that will place students in direct contact with those people who shape and implement the legislation that affects all of us.

YES: 145 41.2% NO: 185 46.2% NR: 50 12.5%

33. Are you interested in live broadcast of special events such as the Gubernatorial Inauguration, World's Greatest Concert, Sky Bridges, Shuttle Launch, Under Sea Exploration, America 2000, and Mississippi 2000?
YES: 321 80.2% NO: 50 12.5% NR: 29 7.2%

ITV/Distance Learning Week•At•A•Glance

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 a.m.	GED	FARMWEEK	LEARN TO READ		
6:30	CNN NEWSROOM - MIDDLE AND HIGH SCHOOL				
6:45	AM WEATHER				
7:00	SESAME STREET				
7:30					
8:00	IN SCHOOL EARLY CHILDHOOD	DISTANCE LEARNING CLASS WORLD GEOGRAPHY – HONORS			IN SCHOOL EARLY CHILDHOOD
8:30					
9:00	CNN NEWSROOM - MIDDLE AND HIGH SCHOOL				
9:15	ITV-FYI	DISTANCE LEARNING CLASS - *SCIENCE 7*			ITV-FYI
9:30	Elementary Block Feeds				Elementary Block Feeds
9:45		ELEMENTARY ITV PROGRAMMING			
10:00					
10:30					
11:00	LAMBCHOP'S PLAYALONG				
11:30	SESAME STREET				
12:00					
12:30 p.m.	GED			LEARN TO READ	
1:00	DISTANCE LEARNING *JAPANESE*	STAFF DEVELOPMENT	DISTANCE LEARNING *JAPANESE*	STAFF DEVELOPMENT	DISTANCE LEARNING *JAPANESE*
1:30					
2:00	FRENCH IN ACTION		TELETALK	FRENCH IN ACTION	
2:30	READING RAINBOW			READING RAINBOW	
3:00	SQUARE ONE		ITV SPECIAL	SQUARE ONE	
3:30	BARNEY & FRIENDS				
4:00	MR. ROGERS				
4:30	SESAME STREET				
5:00					
5:30	WHERE IN THE WORLD IS CARMEN SANDIEGO				
6:00					

In order to answer **question 34,** please review the current daytime ITV/Distance Learning broadcast schedule of Mississippi ETV shown to the right.

34a.

In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate.

34b.

In **Section II** of the matrix below, place a check in one of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program.

Teacher Questionnaire N=400

(In Percent)	SECTION I	SECTION II (Check only *ONE* Column)		
PROGRAM	**Scheduled Broadcast Time is Appropriate**	**Amount of Broadcast Time is Appropriate**	**More Broadcast Time is Needed**	**Less Broadcast Time is Needed**
1. GED	1. 39.5	1. 31.7	1. 5.7	1. 2.0
2. Farmweek	2. 39.2	2. 32.7	2. 1.5	2. 2.0
3. Learn to Read	3. 37.2	3. 29.7	3. 10.2	3. .2
4. CNN Newsroom	4. 40.5	4. 35.2	4. 3.2	4. .5
5. AM Weather	5. 42.2	5. 36.2	5. 1.0	5. 1.2
6. Sesame Street	6. 51.5	6. 40.5	6. 3.0	6. 1.0
7. In School Early Childhood	7. 41.5	7. 35.5	7. 3.0	7. .7
8. World Geography - Honors	8. 38.0	8. 34.2	8. 1.7	8. 1.5
9. ITV - FYI	9. 37.5	9. 34.5	9. 1.2	9. .5
10. Science - 7	10. 38.7	10. 32.5	10. 4.0	10. .5
11. Elementary Block Feed	11. 42.0	11. 36.2	11. 4.2	11. .5
12. Elementary ITV Programming	12. 43.0	12. 34.7	12. 4.0	12. 0
13. Lamb Chop's Play Along	13. 44.0	13. 37.5	13. 1.5	13. 1.2
14. Japanese	14. 35.0	14. 31.5	14. .5	14. 4.2
15. Staff Development	15. 36.2	15. 33.2	15. 3.2	15. 1.2
16. French in Action	16. 37.2	16. 33.2	16. 1.0	16. 2.2
17. TeleTalk	17. 36.5	17. 34.0	17. .5	17. 1.0
18. Reading Rainbow	18. 43.2	18. 35.0	18. 10.7	18. .2
19. Square One	19. 34.2	19. 31.3	19. 2.5	19. 1.0
20. ITV Special	20. 35.2	20. 31.3	20. 2.2	20. .5
21. Barney & Friends	21. 48.7	21. 37.0	21. 7.0	21. .7
22. Mr. Rogers	22. 48.5	22. 38.2	22. 2.0	22. 1.0
23. Where...is Carmen SanDiego	23. 42.2	23. 33.0	23. 4.0	23. 1.2

35. Only using your subject area please mark the appropriate column in the matrix below based on your instructional needs. This information will be used to make future programming decisions.

PROGRAM N = 400	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Art										
The Art Chest (1-2)	58	14.5			1	.2	51	12.7	290	72.5
The Art Maker (4-6)	40	10.0			1	.2	58	14.5	301	75.2
Art of the Western World (10-12)	11	2.7	2	.5	1	.2	70	17.5	316	79.0
Images and Things (5-8)	18	4.5	2	.5	1	.2	61	15.2		
Career Education										
ACTion Challenge: Doing Your Best on the ACT (9-12)	26	6.5	1	.2	1	.2	57	14.2	315	78.7
Bread & Butterflies (4-6)	34	8.5	1	.2	2	.5	59	14.7	304	76.0
It's Your Future (10-12)	18	4.5	2	.5	1	.2	60	15.0	319	79.7
Economics and Consumer Education										
Economics USA (10-12)	16	4.0	1	.2			67	16.7	316	79.0
Give & Take (7-9)	15	3.7	1	.2	1	.2	66	16.5	317	79.2
Pennywise (1-3)	55	13.7	2	.5	2	.5	42	10.5	299	74.7
Trade-Offs (4-7)	34	8.5	1	.2			59	14.7	306	76.5
Understanding Taxes (10-12)	15	3.7	1	.2			68	17.0	316	79.0
Foreign Language										
Amigos (K-2)	46	11.5	1	.2			51	12.7	302	75.5
French in Action (10-12)	13	3.2					65	16.2	322	80.5
Parlez-Moi (9-12)	10	2.5					63	15.7	327	81.7
Health										
All About You (1-2)	89	22.2	3	.7			32	8.0	276	69.0
The Body Works (4-6)	81	20.2	1	.2	1	.2	32	8.0	285	71.2
Cincinnati Bones and the Treasure of Health (1-6)	67	16.7	2	.5			35	8.7	296	74.0
The Clyde Frog Show (1-3)	90	22.5	2	.5			31	7.7	277	69.2
Eat Well, Be Well (1-4)	84	21.0	1	.2			31	7.7	284	71.0
Growing Up, Growing Older (5-6)	53	13.2	2	.5	1	.2	38	9.5	306	76.5
Inside/Out (3-5)	60	15.0			1	.2	38	9.5	301	75.2
The Inside Story with Slim Goodbody (3-5)	76	19.0			1	.2	31	7.7	292	73.0
Just For Me (2-4)	54	13.5			1	.2	44	11.0	301	75.2
Soup-To-Nuts (7-9)	25	6.3			1	.2	62	15.5	312	78.0
Your Choice...Our Chance (5-6)	38	9.5	4	1.0	1	.2	48	12.0	309	77.2
Language Arts/Communication Skills										
Cursive Handwriting (2-3)	62	15.5	4	1.0	1	.2	49	12.2	284	71.0
Edit Point (9-12)	32	8.0	2	.5			68	17.0	298	74.5
Elementary Language Skills (3-5)	75	18.8	1	.2			51	12.7	273	68.2
The Letter People 1 (1-3)	102	25.5	2	.5			38	9.5	258	64.5
The Letter People 2 (1-3)	103	25.7	2	.5			37	9.2	258	64.5
The Magic Place (K)	85	21.2	2	.5			46	11.5	267	66.7
The Survivor's Guide to Learning (9-12)	34	8.5	3	.7	1	.2	67	16.7	295	73.7
Thinkabout (5-6)	42	10.5	3	.7			62	15.5	293	73.2
Tomes & Talismans Library Venture (5-7)	50	12.5	7	1.7	1	.2	60	15.0	282	70.5
Wordscape (4-6)	51	12.7	6	1.5	1	.2	56	14.0	286	71.5
The Write Channel (2-4)	66	16.5	1	.2			53	13.2	280	70.0
Write-On! (7-12)	49	12.2	4	1.0			60	15.0	287	71.7
Zebra Wings (4-9)	57	14.2	6	1.5	1	.2	54	13.5	282	70.5

PROGRAM N = 400	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Language Arts/Reading & Literature										
Gather 'Round (1-3)	91	22.7	3	.7	2	.5	48	12.0	256	64.0
Postscripts (11)	26	6.5	2	.5			83	20.7	289	72.2
Read All About It! (4-6)	85	21.2	3	.7	1	.2	50	12.5	261	65.2
Shakespeare in Perspective (9-12)	40	10.0	1	.2			78	19.5	281	70.2
The Short Story (10-12)	44	11.0	1	.2			76	19.0	279	69.7
Short Story Classics (9-12)	47	11.7	2	.5			75	18.8	276	69.0
The Wild World Series (1-3)	73	18.2	1	.2	1	.2	58	14.5	267	66.7
Life Skills										
The GED-TV Series (9-12)	34	8.5	1	.2	1	.2	57	14.2	307	76.7
Just Around the Corner I (10-12)	14	3.5			2	.5	68	17.0	316	79.0
Just Around the Corner II (10-12)	15	3.7			1	.2	68	17.0	316	79.0
Mathematics										
The Challenge of the Unknown (4-12)	41	10.2					62	15.5	297	74.2
Concepts in Mathematics (10-12)	23	5.7					70	17.5	307	76.7
Figure Out (4-6)	51	12.7					57	14.2	292	73.0
For All Practical Purposes (10-12)	19	4.7	1	.2			71	17.7	309	77.2
Futures (7-12)	19	4.7					74	18.5	307	76.7
Math Cycle (2-3)	56	14.0	2	.5			50	12.5	292	73.0
Math Factory (1-2)	83	20.7	5	1.2			38	9.5	274	68.5
Math Patrol (2-3)	68	17.0			1	.2	44	11.0	287	71.7
Math Works (5)	55	13.7					51	12.7	294	73.5
The Metric System (4-9)	71	17.7	2	.5			45	11.2	282	70.5
The Power of Algebra (8-9)	27	6.7					66	16.5	307	76.7
Music										
Mrs. Cabobble's Caboose (K-3)	82	20.5	3	.7	1	.2	36	9.0	278	69.5
Music and Me (4-6)	40	10.0	1	.2	1	.2	49	12.2	309	77.2
World's Largest Concert (K-12)	55	13.7	3	.7			46	11.5	296	74.0
Safety										
About Safety (1-6)	90	22.5	1	.2			36	9.0	273	68.2
Civil Defense (1-12)	63	15.7	3	.7			47	11.7	287	71.7
Driving Tactics (9-12)	17	4.2					66	16.5	317	79.2
McGruff The Crime Dog Series (1-6)	95	23.7	1	.2			30	7.5	274	68.5
Smoke Detectives (K-6)	80	20.0	2	.5	1	.2	38	9.5	279	69.7
Science										
About Science (6-9)	55	13.7	3	.7			56	14.0	286	71.5
The "All About" Series (4-5)	58	14.5			2	.5	50	12.5	290	72.5
The Animal Family Series (4)	64	16.0					56	14.0	280	70.0
Bioscope (4-7)	56	14.0	1	.2			54	13.5	289	72.2
Concepts in Science:Biology (10-12)	28	7.0					73	18.2	299	74.7
Concepts in Science: Chemistry (10-12)	27	6.7					75	18.8	298	74.5
Concepts in Science:Physics (10-12)	23	5.7	1	.2			75	18.8	301	75.2
Dinosaur (7-12)	30	7.5					73	18.2	297	74.2
First Films on Science (3-6)	69	17.2	1	.2			49	12.2	281	70.2
A Home For Pearl (1-6)	58	14.5			1	.2	59	14.7	282	70.5
It's Chemical (7-12)	28	7.0	1	.2	1	.2	72	18.0	298	74.5
No Time to Waste (K-6)	73	18.2					64	16.0	263	65.7
The Outside Story with Slim Goodbody (3-5)	74	18.5	1	.2			40	10.0	285	71.2
Physics Demonstrations (9-12)	30	7.5	1	.2			70	17.5	299	74.7

PROGRAM N = 400	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Science (continued)										
Sci-Fair (6-9)	40	10.0	1	.2	1	.2	60	15.0	298	74.5
Starfinder (7-12)	27	6.7					71	17.7	302	75.5
Take a Look (1-2)	66	16.5	1	.2			50	12.5	283	70.7
3-2-1 Classroom Contact	81	20.2	1	.2	1	.2	38	9.5	279	69.7
Weather Matrix (7-9)	31	7.7	4	1.0			65	16.2	300	75.0
Social Studies										
About Mississippi (1-12)	112	28.0	8	2.0			26	6.5	254	63.5
America Past (7-9)	30	7.5	2	.5			62	15.5	306	76.5
American Legacy (5-6)	46	11.5	1	.2			53	13.2	300	75.0
The Ancient Romans (7-12)	19	4.7	2	.5	2	.5	70	17.5	307	76.7
BB's Cover the Globe (1-4)	76	19.0	5	1.2	1	.2	42	10.5	276	69.0
CNN Newsroom (5-12)	52	13.0					54	13.5	294	73.5
Equal Justice Under Law (10-12)	23	5.7					71	17.7	306	76.5
Finding Our Way (4-7)	47	11.7	1	.2			56	14.0	296	74.0
Geography in U.S. History (10-12)	25	6.3	1	.2			68	17.0	306	76.5
Gettin' to Know Me (4-6)	50	12.5			1	.2	51	12.7	298	74.5
Global Geography (6-9)	42	10.5	2	.5			55	13.7	301	75.2
Holiday Specials (K-6)	108	27.0			1	.2	36	9.0	255	63.7
Jefferson's Poplar Forest (7-12)	13	3.2	1	.2	2	.5	72	18.0	312	78.0
Juba (2-6)	49	12.2			3	.7	52	13.0	296	74.0
The Life of George Washington (4-12)	52	13.0	1	.2	2	.5	48	12.0	297	74.2
Minorities and the Constitution (7-12)	30	7.5	1	.2			67	16.7	302	75.5
Mississippi: Today and Tomorrow (7-9)	31	7.7	2	.5			67	16.7	300	75.0
Spaceship Earth (9-12)	15	3.7			1	.2	70	17.5	314	78.5
Spirit of the Land (10-12)	13	3.2			1	.2	71	17.7	315	78.7
Taxes in US History (5-9)	28	7.0			2	.5	64	16.0	306	76.5
Twentieth Century History (11-12)	20	5.0					68	17.0	312	78.0
Under the Blue Umbrella (1-3)	55	13.7	1	.2	1	.2	55	13.7	288	72.0
The U.S. Constitution (10-12)	26	6.5	1	.2			65	16.2	308	77.0
Where in the World (3-6)	59	14.7			1	.2	49	12.2	291	72.7
You've Got That Right (9-12)	14	3.5			1	.2	73	18.2	312	78.0
Vocational Technical Education										
Basic Electricity: Direct Current (9-12)	12	3.0					64	16.0	324	81.0
Construction Technology Series (7-12)	10	2.5					65	16.2	325	81.3
Safety Gear Series (7-12)	12	3.0					58	14.5	330	82.5
Staff Development										
David's Legacy: TV Cart Safety	27	6.7	2	.5	5	1.2	51	12.7	315	78.7
Dealing With Social Problems in the Classroom	72	18.0			1	.2	38	9.5	289	72.2
Education: The Way Up	52	13.0	1	.2	1	.2	40	10.0	306	76.5
How to Talk So Kids Will Listen	86	21.5	1	.2	1	.2	31	7.7	281	70.2
ITV: FYI	39	9.7			1	.2	46	11.5	314	78.5
Just For Me	42	10.5			1	.2	45	11.2	312	78.0
Mathematics In-Service	42	10.5			1	.2	46	11.5	311	77.7
Teaching For Thinking: Creativity in the Classroom	88	22.0			1	.2	28	7.0	283	70.7
TeleTalk	42	10.5			1	.2	44	11.0	313	78.2
The 25" Tutor-Teaching With Television	49	12.2			1	.2	40	10.0	310	77.5
Your Choice...Our Chance	33	8.2			1	.2	47	11.7	319	79.7

PROGRAM N = 400	Definitely Keep		Need Topic, But Program Not Effective		Definitely Drop		No Opinion/ Not Applicable		No Response	
	N	%	N	%	N	%	N	%	N	%
Additional Programming										
ARTifacts (Ages 12-Adult)	23	5.7	1	.2	2	.5	69	17.2	305	76.2
Barney & Friends (Ages 2-5)	118	29.5					21	5.2	261	65.2
CNN Newsroom (Ages 12-Adult)	60	15.0					47	11.7	293	73.2
Club Connect (Ages 12-Adult)	20	5.0	1	.2			69	17.2	310	77.5
Ghostwriters (Ages 6-11)	89	22.2	1	.2			30	7.5	280	70.0
Great Performances (Ages 12-Adult)	38	9.5			1	.2	57	14.2	304	76.0
The Infinite Voyage (Ages 12-Adult)	26	6.5					64	16.0	310	77.5
Lamb Chop's Play Along (Ages 2-5)	90	22.5	3	.7	1	.2	28	7.0	278	69.5
Long Ago & Far Away (Ages 2-5)	81	20.2	1	.2	1	.2	34	8.5	283	70.7
The McNeil/Lehrer NewsHour (Ages 12-Adult)	28	7.0	1	.2	1	.2	63	15.7	307	76.7
Mississippi Masters (Ages 12-Adult)	46	11.5			1	.2	55	13.7	298	74.5
Mississippi Outdoors (Ages 12-Adult)	70	17.5			2	.5	48	12.0	280	70.0
Mississippi Roads (Ages 12-Adult)	70	17.5	1	.2	1	.2	45	11.2	283	70.7
Mister Rogers' Neighborhood (Ages 2-5)	101	25.2	5	1.2	3	.7	18	4.5	273	68.2
NOVA (Ages 12-Adult)	70	17.5			2	.5	39	9.7	289	72.2
National Geographic Specials (Ages 12-Adult)	93	23.2			1	.2	35	8.7	271	67.7
Nature (Ages 12-Adult)	75	18.8					40	10.0	285	71.2
The New Explorers (Ages 6-11)	71	17.7					37	9.2	292	73.0
Reading Rainbow (Ages 6-11)	138	34.5					19	4.7	243	60.7
Sesame Street (Ages 2-5)	131	32.7	1	.2			17	4.2	251	62.7
Shining Time Station (Ages 2-5)	67	16.7	1	.2	1	.2	40	10.0	291	72.7
Square One TV (Ages 6-11)	61	15.2	1	.2	1	.2	40	10.0	297	74.2
Star Hustler (Ages 12-Adult)	27	6.7	2	.5			64	16.0	307	76.7
Travels (Ages 12-Adult)	39	9.7					56	14.0	305	76.2
Wonderworks (Ages 6-Adult)	86	21.5					36	9.0	278	69.5

2. OTHER SUBJECTS TAUGHT BY SECONDARY TEACHERS.

N/A

9. OTHER REASONS YOU USE MISSISSIPPI ETV PROGRAMMING LESS THAN YOU HAVE IN THE PAST THREE YEARS.

In a portable building, there is a hassle getting the TV into the portable. (030)

Not available in typing, no fault of librarian or media. (057)

Change in schools. (080)

Can not get equipment to my portable classroom. (0105)

Just have not taken the time to use them. (0108)

No programs available for subject area. (0118)

Limited to 30 minutes a day. (0124)

Some programs are boring to students. (0208)

We can only see the programs by tape and because of copyright laws can not show them when they correspond to our lessons. (0214)

Need programs which specifically meet curriculum objectives. (0216)

Librarian has to tape the program to be utilized at a later date. (0224)

Librarian has to tape the program to be utilized at a later time. (0225)

To my knowledge, no one in our district is currently recording programs for classroom use. (0273)

Hassle. (0280)

Using computers in the classroom. (287)

Because the grade chairperson has not shared the guide or even mentioned it. (0301)

Some programs are time consuming with little substance (excessive drama). (0310)

Little access to guide. (0328)

My schedule. (0352)

This year I am teaching only reading, in past years I have been self-contained teaching all subjects. (0356)

This is only my 2nd year to teach. (0357)

Not available. (0359)

The tapes need to be updated and labeled for easier access. (0362)

Since I moved to a new school grade and subject area last year, I have not incorporated ITV with English yet. I plan to next year, I have used ITV in the past. (0368)

No antenna or cable service. (0370)

Copyrights. (0371)

Not connected to cable. (396)

10. OTHER WAYS YOU LEARN ABOUT OR SELECT ITV PROGRAMS FOR YOUR CLASSROOM.

ITV Resource Guides are no longer made available to us. (053)

Not available in typing, no fault of librarian or media. (057)

I don't select them. I have never seen a guide. (075)

Tapes on file at the school of ETV programs. (080)

Local newspaper. (084)

Word of mouth. (088)

District guide. (0102)

Teachers. (0123)

Record programs at home off ETV. (0129)

Is selected by district. (0131)

Do not use ITV programs. (0168)

Librarian. (0169)

Don't use often. (0180)

Other kindergarten teachers. (0183)

Schedule from district. (0211)

Go through tapes in the media room. (0231)

Newspaper. (0237)

Other teachers. (0247)

We have to ask the librarian. We do not receive a resource guide personally. ((0267)

I don't (0273)

This questionnaire. (0280)

Word of mouth. (0289)

I watch mostly ETV at night and on the weekends. (0301)

Not able to view programs during broadcast times and taping is not provided. (0318)

Resource persons ((0347)

This survey. (0361)

Mailings. (0389)

If I had a personal copy of the Resource Catalog, I could select programs. (0395)

11. OTHER WAYS YOU HAVE ACCESS TO THE ITV RESOURCE CATALOG OF CURRENT PROGRAM LISTINGS.

Last year's copy. (052)

Not available in typing, no fault of librarian or media. (057)

Copies are sometimes shared with other schools. (059)

I have never been told of one in our building. (0105)

For this school year. (0106)

By the librarian. (0124)

I get it on my own. (0133)

Use a friend's copy. (0136)

We have access to an old catalog. (0146)

Due to remodeling in Media Center, we did not receive guides. (0172)

A copy is in the library. (0177)

Copy available in principal's office. (0201)

I have not seen the catalog. (0280)

But it was not mentioned (makes me upset!) (0301)

Our media chair routes it to all teachers. (0308)

I am unsure whether it is available. (0320)

A copy was provided to each teacher until this year. Now it is in the media center. (0326)

Rep. from ITV in staff development handed it out. (0340)

13. WHY THE CURRICULUM CORRELATION SECTION IN THE ITV RESOURCE CATALOG IS NOT HELPFUL.

Not available in typing, no fault of librarian or media. (057)

Too difficult to correlate to textbook. (066)

I have not seen an ITV Resource Catalog. (0157)

I am not familiar with ITV Resource Catalog. (0190)

I have not seen a copy. (0225)

Don't have time to use it, just use individual guides to program. I have purchased, am familiar with what we have. (0226)

I don't know. I have not seen it. (0261)

What catalog? (0273)

I don't know. (0280)

Since I have seen it I know what it is now. (0301)

I have no time to look at it. (0318)

Do not use programs that much in my classroom. (0364)

Don't use the catalog. (0365)

Our librarian explained that our ITV Resource Guides were never sent this year. Last year only five were sent to share with more than twenty teachers. (0368)

I do not use it. We do not have cable service or an antenna. (0371)

Only one copy is available. I do not have access to the ITV Resource Catalog often enough. (0394

15. OTHER REASONS YOU USE THE TEACHER GUIDES THAT ARE AVAILABLE FOR MOST PROGRAM SERIES FOR PLANNING ITV LESSONS.

Time does not allow me to put that much time into planning. (006)

Use programs to reinforce/enrichment. Knows time/day of programs in which student watch. (008)

I have not seen a guide. (030)

ITV is used as reinforcement. (036)

Copies are sometimes shared with other schools. (059)

Make preparation for own lesson plans. (066)

I have used them at other schools. (080)

No time in my program. (081)

Tapes are on hand that are available for use and labeled. (084)

I preview tape and plan myself what fits our needs. (085)

Have not used this in my classroom. (089)

I've never seen one. (0102)

I use some programs that were taped and I use a guide. (0111)

Do not use ITV programs often at all. (0119)

Does not fit in curriculum. (0120)

Not enough time. (0123)

Record program daily at home off ETV. (0129)

Rarely find materials related to my subject area. (0144)

My class does not view TV programs well. (0158)

Already know most of what is available from previous use. (0159)

Do not use ITV. (0168)

Teachers would benefit more from the guide if each teacher or grade level had a copy. (0176)

I have not found time to do so. (0179)

Is available, but time consuming to obtain, then return. (0183)

Have not needed them. (0207)

The times do not correspond with the times of my required objectives. (0214)

Not enough time is allowed in my schedule. (0215)

Not appropriate for my class. (0220)

Librarian uses. (0228)

Not enough time. (0232)

Conduct meetings for media specialists. (0233)

I'm busy teaching and reteaching required curriculum. (0241)

I don't have one. (0245)

Because of my limited use of ITV programs. (0247)

I don't use ITV. (0249)

Planning time limited. (0254)

Use the material to supplement what we are studying. (0256)

No television in classroom. (0262)

Not enough time. (0264)

I have not used ITV this year. (0274)

I have not seen it. (0280)

Lack of TV and instructional time. (0299)

Was not provided to me. (0301)

Not very convenient. (0310)

Not enough time to integrate. (0315)

Have used the same programs previously. (0316)

Not sure if one is available. (0318)

Sometimes the guides don't match the video. "The Metric System," for example. (0325)

No chance to implement ITV yet. New to school system. (0330)

Not used this year, have in past years. (0356)

No cable service or antenna. (0370)

I prefer to do my own study of the series. (0390)

19. OTHER WAYS ETV SOLICITS YOUR INPUT IN THE SELECTION OF NEW PROGRAMMING AVAILABLE NATIONALLY.

A staff development workshop. (063)

Local workshops. (090)

Promote it and encourage its use. (0140)

Curriculum coordinators might correlate programs to curriculum. (0143)

Curriculum coordinators might correlate programs to fit curriculum. (0145)

Ask what areas we need more information on. I need more about machines, magnets, light, and sound. (0159)

Have these taped by school. (0181)

Don't have the capability. (0209)

Let us send you topics needed. (0229)

Conduct meetings for media specialists. (0232)

Send ITV specialist to schools. (0258)

Do not have time to correlate it with my lessons and have it taped. (0261)

Send questionnaires. (0301)

Description of programs suitable for remedial students. (0319)

ETV representative conduct workshop with teachers. (0326)

By providing the services. (0347)

No interest because of no cable service or antenna. (0370)

21. OTHER TRAINING RECEIVED FROM AN ITV CONSULTANT WHO WORKS FOR MISSISSIPPI ETV.

Funds were not available. (059)

First year teacher. (085)

Not available in district. (090)

I did attend the Art Chest workshop. (0124)

Have requested this for staff development next year. Has been a long time since we had it. (0326)

Not here since I have been employed. (0388)

22. OTHER STAFF DEVELOPMENT WORKSHOPS PROVIDED BY ETV.

Health focus. (0168)

23. WHY YOU DID NOT HAVE YOUR STUDENTS WATCH "LIVE" AT TIME OF BROADCAST ETV PROGRAMS DURING THE SCHOOL DAY.

This year we did not have access to TV or VCR at time of programming. (009)

Not applicable. (014)

The television I use can not pick up the ETV channel. (020)

No cable hook-up. (026)

Classrooms are not equipped for cable hook up. (027)

They were not broadcast at the time needed. (028)

I'm in a portable building, we only have two small, portable TV's. We must sign up for the TV's. Too much of a hassle. (030)

Hook up to ETV not available. (032)

Our schedule of classes does not coincide with the times of programs. (041)

It was not available at a time when we could watch. (043)

There is not adequate time in our schedule to teach specific lessons and watch. (044)

Inappropriate times. (046)

They have viewed current special events on channels chosen by the library/media specialist. (048)

None appropriate is available. (051)

Curriculum and scheduling interfaced. (059)

Not shown at appropriate viewing time. (063)

Scheduling problems. (069)

Not available. (072)

Not enough time. (075)

Time scheduling was the problem. (078)

Scheduled TV time and program time conflict. (084)

TV signals not received well in portable classroom; relied on tapes. (085)

Did not know it was available. (088)

We only have cable availability in the library. (091)

Did not have any in subject area; other teachers in my school used them. I did not see reason to duplicate their lesson plans. (094)

Lack of time added demands to complete other objectives. (095)

Subject did not apply. (098)

Approximately three hours for the year. (0102)

Limited TV sets and schedule problems. (0104)

Teaching time and program the same. (0106)

Not enough time to teach and use the programs. (0107)

I have a TV and VCR, but no hook-up for ETV. (0111)

I schedule viewing to fit my lesson plans. (0117)

Not available at time needed, not enough time to teach and add this also. (0119)

I don't use ETV in the area of 6th grade English. (0121)

These activities must be planned in advance in which a taped program has been previewed. (0124)

Wrong time of day for first grade. (0126)

The program we view weekly comes on after school. I pre-record so programs can be correlated with specific units. (0129)

If 7 is used for four classes, it is broadcast a week in advance. (0131)

I tape for use when appropriate to subject matter. (0133)

Didn't check for time of broadcast. There was not anything that correlated with area taught. (0137)

Not aware that there was "live" broadcast ETV programs. (0139)

You don't really think about ITV when planning lessons. It needs to be encouraged, promoted and taught how to implement in the classroom. (0140)

Equipment for "live" broadcasts is not available. (0142)

My area of emphasis is music, and there isn't much on ETV about the different concepts I teach. (0144)

Program air time would have to fit into my schedule. Also, our school has no current ITV Resource Catalog. (0148)

Not aware of programs (0149)

The programs I use are needed for the same grade level on different days of the week. The best method is to use a taped program from the video office in our district. (0152)

Did not have schedule of available programs. (0157)

We have to have approval a week in advance. (0158)

Not enough time for advanced planning. No opportunity for spontaneous viewing. (0159)

12 - 15 minute programs. (0160)

Unaware of related material. (0167)

Not enough time and not enough VCR's and TV's. (0174)

Not available. (0180)

Could not be scheduled at a time when a video/TV would be available. (0181)

Not enough time to plan and use "live" broadcast. Also, time programs air. (0182)

Did not fit our scheduled unit study times. (0188)

Because I have different students every day of the week, scheduling to watch "live" broadcasts is virtually impossible. (0194)

Scheduling problem. (0197)

Not enough time. (0198)

Tapes have been adequate thus far. (0199)

Our media specialist videos them so we may incorporate with our lesson plans and subject time. (0204)

I was not aware of them. (0205)

I was not aware that this was an option. (0207)

Timing doesn't fit schedule of classes. (0208)

Did not apply to units being studied. (0212)

No TV's or cable hook-up. (0214)

We can't access live programs at our school. (0216)

No reception available in this area. (0216)

Not available. (0222)

One hour this year. (0223)

Once or twice during the year. (0224)

Time of broadcast did not meet subject area; departmentalization. (0229)

Availability of TV is lacking. One TV has to be shared with 9 classes. (0231)

Did not plan it in schedule. (0232)

TV not available during class time. (0233)

Because of the scheduling conflict. (0235)

Just did not do it. (0240)

Only a couple of times. (0241)

Not available. (0244)

Students are informed to watch specific programs at night. (0245)

Use some other way to get message across. (0246)

Did not know much about ETV. (0247)

Not appropriate for my class. (0248)

Unaware, not applicable. (0249)

Watched selected programs, not on a weekly basis. (0254)

Time of programs did not meet my schedule. (0256)

Only one program. (0257)

It isn't available. (0261)

No television in classroom. (0262)

Didn't know about it. (0263)

Difficulty scheduling. (0265)

Scheduling. (0266)

Presently only when it is applicable. (0272)

No cable, No TV's in rooms. (0273)

They are taped at central office. (0276)

The televisions in our rooms in our building were taken down and have not been put back up since we have been back in the building. (0277)

Little access to cable; inappropriate time. (0278)

No time. (0280)

Our stuff has to come from tapes, we only have one receiver. (0285)

Availability of equipment. (0286)

Was not aware that programs were available live. (0288)

TV with cable hook-up not available in class room. (0289)

President's inauguration. (0289)

We did not have enough time to teach and use the programs. (0296)

Presidential inauguration. (0299)

We have previously recorded shows that we plan to watch. (0300)

The time has not been right this school year. (0303)

I teach math and science and it seems that most of the programs that are shown dealing with these topics are prerecorded. ((0308)

Time didn't permit this. (0309)

Subject/plans did not correlate. (0311)

The times did not correlate with the remedial schedule. I did not have any of the programs taped. (0319)

No cable in the room or school. (0322)

More programs are needed for grades 4-6 in American history and literature. (0322)

About three times during the year. (0323)

No cable in classroom. (0326)

Conflict of schedules. (0329)

I only show specific programs that correlate with learning units in my classroom. (0331)

The shows scheduled didn't correspond with when a TV was available for the classroom. (0333)

Opportunity did not exist. (0340)

Not enough TVs available. (0343)

Not aware of timing. (0346)

The channel can not be picked up in the classroom. It only receives in the library. (0356)

Not available. (0361)

Room not set up broadcast. (0362)

Room not set up for broadcast. (0364)

I enjoy ETV, we just are not using it as much as we should. (0367)

No room for TV. (0372)

TV not available. (0373)

The programs are always taped for me so I can use them with my science curriculum when I reach that subject. (0379)

Anything dealing with Earth Science. (0380)

All programs are put on tape. (0383)

Scheduling difficulty. (0388)

Media specialist always taped what I needed because times did not coincide with teaching schedule. (0389)

Broadcasts do not always coincide with periods in the school day. I prefer to tape and use when applicable. (0389)

Would not fit schedule. (391)

Did not know what was scheduled. (0395)

24. OTHER WAYS FOR YOU TO VIEW STAFF DEVELOPMENT WORKSHOP.

I care not to view. (005)

Not have one. (007)

On site workshops. (046)

I do not care to view any. (048)

I do not approve of staff development tapes! (0122)

Send representative to school to conduct workshop. (0139)

30. OTHER REASONS ETV SERVICE OF SELLING DUPLICATED TAPES IS A PROBLEM.

Not requested copies. (0130)

I have not requested duplicate copies. (0132)

Do not know what programs available. (0183)

Inadequate information to answer. (0187)

Three VCR's for the whole school. (0214)

No knowledge of ETV services. (0222)

Don't know how to attain. (0225)

School media center tapes them for us. (0235)

Schedule very full. (0265)

Unaware of programs beneficial to remedial. (0319)

Sesame Street, Reading Rainbow, Lambchop's Playalong, Barney and Friends. (0320)

Need more on American History. (0325)

Series canceled or tape no longer available. (0325)

Selection is limited; does not fill all curriculum needs. (0396)

31. IF COPYRIGHT OR COSTS ALLOW, WHICH SERIES WOULD YOU LIKE TO SEE ADDED OR RETURNED TO THE SCHEDULE?

English literature other than Shakespeare. American literary from civil war onward. (003)

I am not familiar with the process used to buy or copy tapes. (006)

Reading Rainbow. (021)

Letter People, another series on using the library and science fair projects for elementary students. (023)

I circled yes but as I stated before we do not have cable hook up in our classrooms. (027)

The one on cursive handwriting and tapes on sentences, subjects, predicates, verbs. (028)

Starfinder. (032)

I could use more nature programs. (047)

I am not familiar enough with the series to give an informed answer. I scan the paper (TV schedule) on a daily basis to see if there are appropriate documentaries that would warrant taping for the purpose of showing my classes at a later time. However, I usually do this on my own time of my own expense for the tapes and do not go through the school media specialist for this. (048)

Don't know. (051)

1. Reading Rainbow, 2. 3-2-1 Contact, 3. The Art Maker, 4. Elementary Language Skills, 5. Zebra Wings, 6. The Metric System, 7. About Mississippi, 8. Mississippi Today and Tomorrow, 9. Teaching for Thinking: Creativity In the Classroom. (059)

More reading programs. (064)

American Past, American Legacy, Twentieth Century History, The U.S. Constitution, Specials on John F. Kennedy, Lyndon B. Johnson, and Richard M. Nixon. (066)

Any available would be greatly appreciated. (073)

Reading Rainbow, Sesame Street, Elementary Block Feeds, Barney & Friends, Mr. Rogers. (073)

Sesame Street, Mr. Rogers, Barney & Friends, Reading Rainbow, The Magic Place, Clyde Frog, Letter People (076)

Reading Rainbow. (079)

More Reading Rainbow, what happened to Electric Company, and Wonder Works-more. (084)

Voyage of Mimi 2, Gentle Giant. (090)

I don't know. (0102)

I am not familiar with these. (0111)

Science and social studies series. (0112)

I would like to see programs for 7th and 8th grade Language Arts added. (0119)

Wonder Works, Slim Goodbody (0124)

More lower science and social studies up close and natural, grades 1-3. (0126)

The Letter People. (0129)

Reading Rainbow, Slim Goodbody, Art Chest, All About You, Clyde Frog Show, Letter people, The Magic Place, Gather Around, Mrs. Cabobbles Caboose, About Safety. (0140)

3-2-1 Contact, Read All About It, Square One. (0142)

I would need to see a list of those previously offered. (0146)

Anything on Health, Physical Education, or Art. (0147)

If I had a list of programs that have been dropped it would help me answer this question. I know that there are ones I really enjoyed, that are not being aired anymore, but I can't remember their names and I do not have my old schedules. (0148)

I like the Discovery and Art and music programs. (0158)

Read-a-Long. (0160)

I would appreciate more programming like the "Beakman's World" series found on CBS, more elementary and middle school science and biology, and more middle school math. (0173)

Reading Rainbow. (0177)

More nature programs. (0184)

Reading Rainbow earlier in the day. Ex. 10:00, 12:30. (0184)

Up Close and Natural (0187)

No particular program. (0187)

Gentle Giant, About Books Inter & Primary, Read-it, more books from cover to cover. (0196)

About Science (6-9), Bioscope (4-7), 3-2-1 Classroom Contact. (0219)

No knowledge of any programs at all. (0221)

Science 7. (0224)

More science related programs on elementary level and ancient civilizations on an elementary level. (0228)

Reading Rainbow, Sesame Street, Barney & Friends, and Learn to Read. (0232)

Reading Rainbow - back during school hours. More programming appropriate for special needs children. (0242)

"Reading Rainbow" (0243)

"Art for the Day" (0244)

Any series on biological concepts. (0245)

The Magic Place (0251)

MS Roads, About MS, Your Choice - Our Chance, Where in the World, America Past (0259)

Math Factory, The Math Cycle, Math Works, Eat Well, Be Well, Take a Look (0260)

Secondary Film Series. (0264)

Did not know there was a tape duplication service. (0269)

Not a problem that I know of. (0272)

Making It Work, Just Around the Corner, Desk Set II (0284)

Britannica. (0285)

Zoolab, Earthworm Dissection (0286)

Newscast From the Past, With Liberty and Justice For All, American History Specials, Western Civilization, American Foreign Policy, Rise of Modern America, Today's World: World Geography. (0290)

More convenient to tape. (0292)

Read-a-long. Electric Company. (0320)

I personally enjoy ITV as a part of my children learning their basic skills, through visual aid. (0321)

Need more on American History. (0325)

Finding Our Way, Read It, About Books: Primary, Intermediate. Most important I'm glad Slim Goodbody was returned. (0326)

Read All About It Part 2, Wonderworks, Long Ago Far Away, The Collectors (0327)

Ghostwriters, Reading Rainbow. (0333)

Slim Goodbody, any extra reading programs for middle grades (4/5). (0356)

Nature, weather, animals, volcanoes. (0372)

We need more programs on Mississippi. (0377)

1,2,3,Contact. (0378)

Reading Rainbow. (0385)

General Biology: Skeleton, cells, digestion, lungs and respiratory, excretory system, blood, nervous system, brain, circulatory system. (0389)

Up Close and Natural. (0393)

Reading Rainbow in morning. Animal nature series (lower level), programs to follow new Social Studies Curriculum, Newer/updated programs, National Geographic in morning. (0396)

More science grades 4-5, math grades 4-5, reading grades 4-5. (0398)

The Voyage of The Mimi. (0400)

36. PLEASE PROVIDE ANY COMMENTS YOU WOULD LIKE TO MAKE.

ITV is an excellent instructional tool to use in the classroom. It helps to improve student's reading abilities. (008)

Keep up the wonderful programs! (029)

Kindergarten level programs should be aired twice because we share the television. Large groups and scheduling presents a problem at times. Thanks. (037)

More updated programs that students will relate to are needed. When I have shown programs, the characters have seemed dated and out of cinc with the students. (045)

I mailed just the programs appropriate for 7th grades. We need more (updated) programs in earth sciences, world history, computer literacy, motivational reading, art and music appreciation. We have televisions in every room and enough VCR's. Teachers would use this more if programs were updated. (046)

As I mentioned earlier, I scan the T.V. listings daily, and if I see a documentary or other special which I feel will be useful or interesting to my classes, I tape it. I have on occasion asked our media specialist to tape shows, and she is very cooperative in that regard. However, I only use videos for reinforcement and/or enrichment and do not use them on a regular basis nor do I care to. Simply from a personal standpoint, I would like to see more historical documentaries and national geographic specials on ETV between 7:00 pm and 10:00 pm. I also enjoy NOVA, Nature, and travels occasionally. (048)

I would like to see an updated version of Potpourri geared towards 2nd - 4th graders. (051)

There are no programs available for the courses in business that I teach. This is no fault of librarian nor media; our librarian keeps all teachers informed of program and how to use materials and equipment. She is always eager to help you with what is available. (057)

I do not use ITV or ETV programs. I don't feel my responses are a clear and the best evaluation. This report should have gone to teachers who use the programs. (067)

I wish Square One would come on during the school day. (078)

Some of the literature in Reading Rainbow is just right for very young children, I would like to see more. (079)

Update Reading Rainbow series for us to copy. More Wonderworks is terrific. Need more programming. Need to be able to tape. (084)

Guides are too complex to figure out. (085)

We have central taping, time schedule is not important. (090)

ETV has been a great supplemental tool for me. There are many programs I use to introduce and maintain skills. My students always enjoy the series. "Read All About It!" (091)

Both "Sesame Street" and "In School Early Childhood" need to be programmed at a later time to be of benefit to school children in the morning. During the 11:30 to 12:30 time we are eating lunch and having rest time. (0103)

My students really like Barney and Friends. I would like to see more air time on that show. My students also like Ghostwriters. They talk about that show a lot! (0109)

I need easier access to the ETV schedule. I used to enjoy receiving the monthly booklet so that I had advance notice on taping programs for ETV. (I realize that Mississippi ETV is not the same as ITV, but I used programs such as "Great Performances" much more than ITV). (0114)

We had a double turn over in our library this year. Next year, I'm sure we will be informed of applicable programming. Sorry I could not be of better help to you. (0121)

I have always enjoyed using ITV/ETV programs with my special education class. However, I do not always have time or the programs are on at an inopportune time. Cost of tapes has also been a problem with our district. (0127)

Questions 32A & B - The programs sound super for social studies, however, I would not be able to use that money in my science classroom. (0131)

Many of these programs I am not familiar with due to my schedule. I don't have the time to watch. (0136)

If ETV is going to be implemented in the classroom, tapes must be made available so that we can show programs at the appropriate time during a specific lesson. If it were promoted, we would be more likely to think about it and use it. More TV's and VCR's would be needed. (0140)

ITV can be a great teaching tool in the classroom. I do plan to make better use of this program. (0146)

Although I am teaching kindergarten this year and do not use ITV as much as I used to, I used it a great deal during the 12 years I taught 3rd and 4th grade. It was very helpful, especially in the areas of science, social studies, and math. (0148)

ITV has been and continues to be an asset to the teaching profession. I enjoy thoroughly the program offerings in music. The world's Largest Concert this year experienced poor reception; perhaps the weather was a factor, I'm not sure. (0153)

I'm not familiar with most of this, but I would like to view tapes in mathematics (9-12) and other staff development areas. Descriptions of objectives/topics covered would be good so that we can implement when needed! (0155)

I use the whole language approach in my classroom and attempt to teach across the curriculum. For this reason many of the programs you provide are beneficial to my students. (0156)

I am surprised at the listings for science. I would like a detailed listing for the ETV educational programs that I am allowed to tape and use in the classroom. I will call my local station for details. (0173)

The greatest problem utilizing the ITV and any ETV program is not knowing what is available and when it is available. (0183)

"Up Close and Natural" was not listed. It is one of my favorite shows for 8:30-1:30 programming. (0185)

In Kindergarten we watch Sesame Street daily for 30 minutes. I would like Reading Rainbow and Up Close and Natural broadcast during the school day, 7:45 a.m. - 2:15 p.m. These in my opinion are excellent! (0187)

Providing duplicate tapes to each media specialist in each school will enable the classroom teacher the flexibility to use material as she studies a particular unit or theme. (0188)

For the most part this program (ITV) is very effective. (0193)

I feel we need more library skills programs. Tomes and Talismans takes too long to show. We also need a program reviewing Newbury Award books or similar programs like we had. (0196)

#34A - I am not real familiar or particular with the programming times since our media center will tape what we need. (0198)

I would like to see other series added to the science program for grades 5-8. (0219)

Our school has these programs: About Science & Physics Demonstrations, both series have good subject materials, but The Way They Are Presented the students find them boring; they need updating. (0224)

Knowing Home Economics programs available would be helpful. Examples: Foods and nutrition, child care, sewing and crafts, etc. Also, drug education programs would be helpful. (0225)

As a kindergarten teacher we spend most of our time teaching children to interact and socialize. The day goes by too quickly and there is no real need for TV. The librarian coordinates the science program with our lesson. She also uses the Magic Place and some programs in the literature area. (0228)

I feel ITV is an important supplement for classroom use. A teacher does not have to worry about a program being appropriate for the classroom. The children really look forward to viewing ITV programs. (0231)

Thought Ms. Masters was excellent, having used Artifacts also. (0237)

More programming during school day as well as after school to meet needs of special needs children and children who prefer educational programming, specifically at night for more options for parents. (0242)

I feel ETV is wonderful for the children and adults alike. (0251)

I use ETV programming to reinforce skills that I'm teaching in the classroom. Because of this, I need the programs to be on tape to be ready to use when I'm in that subject or skill. If the school library does not have it taped or does not have the blank tapes to tape the programs on, then I'm not able to use it in my lessons. (0254)

More teachers would use this service if a weekly or monthly schedule of programs was sent to each school. (0258)

I've really never taken the time to know what is available to be taped. Maybe if I knew more about what could be taped, I would use it if it correlated with skills I'm teaching. (0261)

ITV Curriculum Guide needs to be circulated as soon as possible before the up coming school year. (0265)

I would like to see more school based media centers providing tapes instead of requisitioning them from the district media center. I know cost is a factor, but maybe there can be special arrangements made in order to provide more tapes. (0305)

Not applicable since I have not utilized. (0308)

Information sent directly to teachers about your programming would be helpful. (0310)

I wish that I had more time to search for programs, but the only guide is in the library and I just don't have time to go through it. The only time that I have had to view the guide was only for about 10 minutes. The programs are not available at the time of day nor year that my students would benefit. I'm sure my evaluation will be of no use to you since I'm not familiar with the programs. Rescheduling of class times is strictly prohibited in our school. Therefore, it is almost impossible for us to watch ITV. Taping is not provided through the media center and we do not have a certified specialist to do taping for us. On questions 34 and 35 I placed a "✓" beside those that I have seen in past years at home or other schools that I feel are beneficial. The "✓" under the no opinion means that I have not seen these programs but they are my grade level. (318)

I would like more information on suitable programs that would be an effective teaching tool for the remedial student. I would also like to have access to a personal catalog for the classroom. (0319)

Need more programs that support the elementary curriculum. Need programs on MS. History. (0323)

Please get more cartoon videos on U.S. History and Mississippi History; World History would be great, too! (0325)

I marked only the programs I was familiar with. Need more programs like Tomes & Talismans, Inside Story of Slim Goodbody, Cincinnati Bones. These keep students' attention as well as teachers. Need programs on Mississippi History, Government, Geography. (0326)

ITV instructional guides should be in the schools prior to school starting. If it is not possible to provide each teacher with a manual, at least send one for each grade level in the school. (0328)

On a personal note, my daughter, who is eleven, loves Ghostwriter, I enjoy Mississippi Roads, and like its new time (Saturday instead of Tuesday). Please return some quilting shows to your Saturday programs! (0331)

Ghostwriters, Reading Rainbow, Square One TV, an Where In The World all need to be shown during the morning school hours, if possible. (0333)

I would like to see the Body Works exercise program returned. (0334)

We need training to make use of the program. Teachers at L-H. are unaware of the benefits of this program. (0338)

I think a lower level series on Mississippi would be great! (3-6 levels) (0340)

I think Sesame Street and Barney & friends should come on at a different time so we could watch live broadcast. Our classes are from 8:00 a.m. to 3:00 p.m. daily. (0342)

I have not utilized ITV this year. Many of the questions I can not answer adequately. (0374)

We need more programs at Middle School level that correlates with the curriculum. Social studies program. (0378)

Need more programming for younger grades (K-1). Specifically in Art, Math, and science areas. Excellent programs. We really enjoy The Magic Place and Reading Rainbow! (0383)

Square One is an excellent math program that interests fourth graders. The time for the program needs to be changed, not school time nor "at home" time for this age group. (0385)

Expand Reading Rainbow. (0385)

Our students really enjoy the ITV programs. If there are any more in science on the biology level, we could use them. There are not enough programs on Life Science. (0390)

Teachers would be better served by extending the copyrights of ITV programs. More block-feed programs for taping at the beginning of the school year would be very helpful. (0397)

I truly enjoy using ITV-ETV. My students are more visual-auditory learners and the television used with student's interest and instruction in mind, is a very important teaching tool in the classroom. (0399)

Thank you for providing such good programs as "Reading Rainbow." (0400)

(K-12 Teacher Questionnaire Population)

Section B: Compilation by grade levels with specific information on programming targeted for specific grade levels

N = 53

TARGET GROUP: CLASSROOM TEACHERS **GRADE LEVEL: K**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of classroom teachers for programs listed for K-3 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
The Art Chest (1-2) [ART]	13	24.5					7	13.2	33	62.3
Pennywise (1-3) [ECONOMICS]	12	22.6					6	11.3	35	66.0
Amigos (K-2) [FOREIGN LANGUAGE]	18	34.0					7	13.2	28	52.8
All About You (1-2) [HEALTH]	19	35.8					5	9.4	29	54.7
Cincinnati Bones and the Treasure of Health (1-6) [HEALTH]	12	22.6					7	13.2	34	64.2
The Clyde Frog Show (1-3) [HEALTH]	22	41.5					3	5.7	28	52.8
Eat Well, Be Well (1-4) [HEALTH]	16	30.2					7	13.2	30	56.6
In side/Out (3-5) [HEALTH]	10	18.9					8	15.1	35	66.0
Inside Story with Slim Goodbody (3-5) [HEALTH]	13	24.5					6	11.3	34	64.2
Just for Me (2-4) [HEALTH]	11	20.8					8	15.1	34	64.2
Cursive Handwriting (2-3) [LANGUAGE ARTS]										
Elementary Language Skills (3-5)[(LANG. ARTS]										
The Letter People 1 (1-3) [LANGUAGE ARTS]	19	35.8	1	1.9			6	11.3	27	50.9
The Letter People 2 (1-3) [LANGUAGE ARTS]	21	39.6	1	1.9			4	7.5	27	50.9
The Magic Place (K) [LANGUAGE ARTS]	30	56.6	1	1.9			3	5.7	19	35.8
The Write Channel (2-4) [LANGUAGE ARTS]										
Gather 'Round (1-3) [LANGUAGE ARTS]	20	37.7	1	1.9			5	9.4	27	50.9
The Wild World Series (1-3) [LANGUAGE ARTS]	12	22.6	1	1.9			10	18.9	30	56.6
Math Cycle (2-3) [MATHEMATICS]										
Math Factory (1-2) [MATHEMATICS]	15	28.3	1	1.9			5	9.4	32	60.4
Math Patrol (2-3) [MATHEMATICS]										
Mrs. Cabobble's Caboose (K-3) [MUSIC]	29	54.7	1	1.9			4	7.5	19	35.8
World's Largest Concert (K-12) [MUSIC]	17	32.1	1	1.9			9	17.0	26	49.1
About Safety (1-6) [SAFETY]	19	35.8					7	13.2	27	50.9
Civil Defnse (1-12) [SAFETY]	12	22.6	1	1.9			10	18.9	30	56.6
McGruff the Crime Dog Series (1-6) [SAFETY]	19	35.8					7	13.2	27	50.9
Smoke Detectives (K-6) [SAFETY]	25	47.2					6	11.3	22	41.5

N = 53

TARGET GROUP: CLASSROOM TEACHERS **GRADE LEVEL: K**

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
First Films on Science (3-6) [SCIENCE]										
A Home for Pearl (1-6) [SCIENCE]	11	20.8					8	15.1	34	64.2
No Time to Waste (K-6) [SCIENCE]	16	30.2					10	18.9	27	50.9
The Outside Story with Slim Goodbody [SCI.]	10	18.9					9	17.0	34	64.2
Take a Look (1-2) [SCIENCE]	13	24.5					7	13.2	33	62.3
About Mississippi (1-12) [SOCIAL STUDIES]	17	32.1	2	3.8			4	7.5	30	56.6
BB's Cover the Globe (1-4) [SOCIAL STUDIES]	11	20.8					8	15.1	34	64.2
Holiday Specials (K-6) [SOCIAL STUDIES]	24	45.3					3	5.7	26	49.1
Juba (2-6) [SOCIAL STUDIES]										
Under the Blue (1-3) Umbrella [SOCIAL STUDIES]	10	18.9					9	17.0	34	64.2
Where in the World (3-6) [SOCIAL STUDIES]										
Additional Programming										
Barney & Friends (Ages 2-5)	28	52.8					2	3.8	23	43.4
Ghostwriters (Ages 6-11)	15	28.3					4	7.5	34	64.2
Lamb Chop's Play Along (Ages 2-5)	26	49.1	2	3.8			2	3.8	23	43.4
Long Ago & Far Away (Ages 2-5)	22	41.5	1	1.9			4	7.5	26	49.1
Mister Rogers' Neighborhood (Ages 2-5)	26	49.1					2	3.8	25	47.2
The New Explorers (Ages 6-11)	10	18.9					7	13.2	36	67.9
Reading Rainbow (Ages 6-11)	26	49.1					2	3.8	25	47.2
Sesame Street (Ages 2-5)	31	58.5					1	1.9	21	39.6
Shining Time Station (Ages 2-5)	16	30.2	1	1.9	1	1.9	5	9.4	30	56.6
Square One TV (Ages 6-11)	11	20.8					8	15.1	34	64.2
Wonderworks (Ages 6-Adult)	17	32.1					5	9.4	31	58.5

Teachers - Grade K

Top 15 Selections

1. Sesame Street
2. The Magic Place (LA)
3. Mrs. Cobobble's Caboose (MUS)
4. Barney and Friends
5. Lamb Chop's Play Along
6. Reading Rainbow
7. Mister Roger's Neighborhood
8. Smoke Detectives (SAF)
9. Holiday Specials (SS)
10. Long Ago and Far Away
11. The Clyde Frog Show (HLTH)
12. The Letter People 2 (LA)
13. Gather Round (LA)
14. About Safety (SAF)
15. McGruff the Crime Dog Series (SAF)

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N = 107

TARGET GROUP: CLASSROOM TEACHERS **GRADE LEVEL: 1-3**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of classroom teachers for programs listed for K-3 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
The Art Chest (1-2) [ART]	35	32.7					20	18.7	52	48.6
Pennywise (1-3) [ECONOMICS]	31	29.0	2	1.9	2	1.9	14	13.1	58	54.2
Amigos (K-2) [FOREIGN LANGUAGE]	20	18.7	1	.9			21	19.6	65	60.7
All About You (1-2) [HEALTH]	47	43.9	2	1.9			10	9.3	48	44.9
Cincinnati Bones and the Treasure of Health (1-6) [HEALTH]	27	25.2	2	1.9			15	14.0	63	58.9
The Clyde Frog Show (1-3) [HEALTH]	49	45.8	2	1.9			9	8.4	47	43.9
Eat Well, Be Well (1-4) [HEALTH]	44	41.1					8	7.5	55	51.4
In side/Out (3-5) [HEALTH]	27	25.2			1	.9	19	17.8	60	56.1
Inside Story with Slim Goodbody (3-5) [HEALTH]	28	26.2			1	.9	16	15.0	62	57.9
Just for Me (2-4) [HEALTH]	29	27.1			1	.9	16	15.0	61	57.0
Cursive Handwriting (2-3) [LANGUAGE ARTS]	28	26.2	2	1.9	1	.9	17	15.9	59	55.1
Elementary Language Skills (3-5)[{LANG. ARTS]	22	20.6	1	.9			23	21.5	61	57.0
The Letter People 1 (1-3) [LANGUAGE ARTS]	51	47.7	1	.9			9	8.4	46	43.0
The Letter People 2 (1-3) [LANGUAGE ARTS]	51	47.7	1	.9			9	8.4	46	43.0
The Magic Place (K) [LANGUAGE ARTS]	33	30.8					16	15.0	58	54.2
The Write Channel (2-4) [LANGUAGE ARTS]	31	29.0	1	.9			19	17.8	56	52.3
Gather 'Round (1-3) [LANGUAGE ARTS]	50	46.7	2	1.9	2	1.9	8	7.5	45	42.1
The Wild World Series (1-3) [LANGUAGE ARTS]	43	40.2			1	.9	14	13.1	49	45.8
Math Cycle (2-3) [MATHEMATICS]	29	27.1	2	1.9			17	15.9	59	55.1
Math Factory (1-2) [MATHEMATICS]	44	41.1	5	4.7			10	9.3	48	44.9
Math Patrol (2-3) [MATHEMATICS]	36	33.6			1	.9	14	13.1	56	52.3
Mrs. Cabobble's Caboose (K-3) [MUSIC]	40	37.4	1	.9			11	10.3	55	51.4
World's Largest Concert (K-12) [MUSIC]	20	18.7	1	.9			20	18.7	66	61.7
About Safety (1-6) [SAFETY]	43	40.2	1	.9			13	12.1	50	46.7
Civil Defnse (1-12) [SAFETY]	22	20.6	2	1.9			23	21.5	60	56.1
McGruff the Crime Dog Series (1-6) [SAFETY]	44	41.1					10	9.3	53	49.5
Smoke Detectives (K-6) [SAFETY]	35	32.7	1	.9			15	14.0	56	52.3

N = 107

TARGET GROUP: CLASSROOM TEACHERS **GRADE LEVEL: 1-3**

PROGRAM	Definitely Keep N	Definitely Keep %	Need Topic-Prog. Not Eff. N	Need Topic-Prog. Not Eff. %	Definitely Drop N	Definitely Drop %	No Opinion/ Not Appliable N	No Opinion/ Not Appliable %	No Response N	No Response %
First Films on Science (3-6) [SCIENCE]	18	16.8					21	19.6	68	63.6
A Home for Pearl (1-6) [SCIENCE]	25	23.4			1	.9	22	20.6	59	55.1
No Time to Waste (K-6) [SCIENCE]	23	21.5					26	24.3	58	54.2
The Outside Story with Slim Goodbody [SCI.]	25	23.4					15	14.0	67	62.6
Take a Look (1-2) [SCIENCE]	35	32.7					15	14.0	57	53.3
About Mississippi (1-12) [SOCIAL STUDIES]	41	38.3	4	3.7			9	8.4	53	49.5
BB's Cover the Globe (1-4) [SOCIAL STUDIES]	34	31.8	4	3.7			16	15.0	53	49.5
Holiday Specials (K-6) [SOCIAL STUDIES]	45	42.1					12	11.2	50	46.7
Juba (2-6) [SOCIAL STUDIES]	20	18.7					19	17.8	68	63.6
Under the Blue (1-3) [SOCIAL STUDIES] Umbrella	36	33.6	1	.9			17	15.9	53	49.5
Where in the World (3-6) [SOCIAL STUDIES]	19	17.8					21	19.6	67	62.6
Additional Programming										
Barney & Friends (Ages 2-5)	45	42.1					7	6.5	55	51.4
Ghostwriters (Ages 6-11)	33	30.8					13	12.1	61	57.0
Lamb Chop's Play Along (Ages 2-5)	38	35.5					1	.9	8	7.5
Long Ago & Far Away (Ages 2-5)	34	31.8					10	9.3	63	58.9
Mister Rogers' Neighborhood (Ages 2-5)	40	37.4	2	1.9			5	4.7	60	56.1
The New Explorers (Ages 6-11)	28	26.2					15	14.0	64	59.8
Reading Rainbow (Ages 6-11)	57	53.3					6	5.6	44	41.1
Sesame Street (Ages 2-5)	56	52.3					5	4.7	46	43.0
Shining Time Station (Ages 2-5)	26	24.3			1	.9	17	15.9	63	58.0
Square One TV (Ages 6-11)	27	25.2			1	.9	17	15.9	62	57.9
Wonderworks (Ages 6-Adult)	32	29.9					13	12.1	62	57.9

Teachers Responses Grades 1-3

Top 15 Selections

1. Reading Rainbow
2. Sesame Street
3. The Letter People 1 (LA)
4. The Letter People 2 (LA)
5. Gather Round (LA)
6. The Clyde Frog Show (HLTH)
7. Math Factory (MATH)
8. All About You (HLTH)
9. Holiday Specials (SS)
10. Barney and Friends
11. Eat Well, Be Well (HLTH)
12. McGruff the Crime Dog Series (SAF)
13. About Safety (SAF)
14. The Wild World Series (LA)
15. About Mississippi (SS)

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N = 127

TARGET GROUP: Classroom Teachers **GRADE LEVEL: 4-6**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of Classroom Teachers for programs listed for 4-6 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
The Art Maker(4-6) [ART]	21	16.5			1	.8	16	12.6	89	70.1
Images & Things (5-8) [ART]	10	7.9	2	1.6	1	.8	17	13.4	97	76.4
Bread & Butterflies (4-6) (CAREER ED]]	20	15.7	1	.8	1	.8	15	11.8	90	70.9
Trade-Offs (4-7) [ECONOMICS]	20	15.7					14	11.0	93	73.2
The Body Works (4-6] [HEALTH]	40	31.5	1	.8			4	3.1	82	64.6
Cincinnati Bones and The Treasure of Health (1-6) [HEALTH]	27	21.3					7	5.5	93	73.2
Eat Well, Be Well (1-4) [HEALTH]	28	22.0	1	.8			10	7.9	88	69.3
Growing Up, Growing Older (5-6) [HEALTH]	29	22.8	1	.8			7	5.5	90	70.9
In side/Out (3-5) [HEALTH]	26	20.5					7	5.5	94	74.0
Inside Story with Slim Goodbody (3-5) [HEALTH]	35	27.6					6	4.7	86	67.7
Just for Me (2-4) [HEALTH]	20	15.7					14	11.0	93	73.2
Your Choice...Our Chan ce (5-6) [HEALTH]	20	15.7	3	2.4			11	8.7	93	73.2
Elementary Language Skills (3-5)[{LANG. ARTS]	36	28.3					8	6.3	83	65.4
Thinkabout (5-6) [LANGUAGE ARTS]	19	15.0	1	.8			15	11.8	92	72.4
Tomes & Talismans (5-7) [LANGUAGE ARTS]	21	16.5	3	2.4			14	11.0	89	70.1
Wordscape (4-6) [LANGUAGE ARTS]	26	20.5	2	1.6			11	8.7	88	69.3
The Write Channel (2-4) [LANGUAGE ARTS]	20	15.7					12	9.4	95	74.8
Zebra Wings (4-9)) [LANGUAGE ARTS]	28	22.0	3	2.4			13	10.2	83	65.4
Read All About It (4-6) [LANG. ARTS/READ]	50	39.4			1	.8	7	5.5	69	54.3
Challenge of the Unknown(4-12 [MATHEMATICS]	24	18.9					20	15.7	83	65.4
Figure Out (4-6) [MATHEMATICS]	33	26.0					16	12.6	78	61.4
Math Works! (5) [MATHEMATICS]	33	26.0					10	7.9	84	66.1
The Metric System (4-9) [M ATHEMATICS]	43	33.9	2	1.6			8	6.3	74	58.3
Music and Me (4-6) [MUSIC]	22	17.3					17	13.4	88	69.3
World's Largest Concert (K-12) [MUSIC]	19	15.0					14	11.0	94	74.0
About Safety (1-6) [SAFETY]	29	22.8					13	10.2	85	66.9
Civil Defense (1-12) [SAFETY]	20	15.7					15	11.8	92	72.4

N = 127

TARGET GROUP: Classroom Teachers **GRADE LEVEL: 4-6**

PROGRAM	Definitely Keep N	Definitely Keep %	Need Topic-Prog. Not Eff. N	Need Topic-Prog. Not Eff. %	Definitely Drop N	Definitely Drop %	No Opinion/ Not Appliable N	No Opinion/ Not Appliable %	No Response N	No Response %
McGruff the Crime Dog Series (1-6) [SAFETY]	32	25.2					11	8.7	84	66.1
Smoke Detectives (K-6) [SAFETY]	24	18.9					14	11.0	89	70.1
About Science (6-9) [SCIENCE]	26	20.5					17	13.4	84	66.1
The "All About" Series (4-5) [SCIENCE]	35	27.6			2	1.6	11	8.7	79	62.2
The Animal Families Series(4) [SCIENCE]	34	26.8					16	12.6	77	60.6
Bioscope (4-7) [SCIENCE]	34	26.8					13	10.2	80	63.0
First Films on Science (3-6) [SCIENCE]	37	29.1	1	.8			12	9.4	77	60.6
A Home for Pearl (1-6) [SCIENCE]	23	18.1					20	15.7	84	66.1
No Time to Waste (K-6) [SCIENCE]	30	23.6					20	15.7	77	60.6
The Outside Story with Slim Goodbody [SCI.]	35	27.6	1	.8			9	7.1	82	64.6
Sci-Fair (6-9) [SCIENCE]	21	16.5			1	.8	17	13.4	88	69.3
3-2-1 Classroom Contact (4-6) [SCIENCE]	43	33.9	1	.8	1	.8	9	7.1	73	57.5
About Mississippi (1-12) [SOCIAL STUDIES]	42	33.1					9	7.1	76	59.8
American Legacy (5-6) [SOCIAL STUDIES]	25	19.7	1	.8			16	12.6	85	66.9
BB's Cover the Globe (1-4) [SOCIAL STUDIES]	31	24.4	1	.8			10	7.9	85	66.9
CNN Newsroom (5-12) [SOCIAL STUDIES]	26	20.5					17	13.4	84	66.1
Finding Our Way (4-7) [SOCIAL STUDIES]	32	25.2					13	10.2	82	64.6
Gettin' to Know Me (4-6) [SOCIAL STUDIES]	35	27.6					11	8.7	81	63.8
Global Gography (6-9) [SOCIAL STUDIES]	18	14.2					17	13.4	92	72.4
Holiday Specials (K-6) [SOCIAL STUDIES]	35	27.6					14	11.0	89	61.4
Juba (2-6) [SOCIAL STUDIES]	25	19.7			2	1.6	15	11.8	85	66.9
Life of Geo. Washington (4-12) [SOC. STUD.]	27	21.3					16	12.6	84	66.1
Taxes in U.S. History (5-9) [SOCIAL STUDIES]	14	11.0			2	1.6	22	17.3	89	70.1
Where in the World (3-6) [SOCIAL STUDIES]	35	27.6					13	10.2	79	62.2

N = 127

PG. 3

TARGET GROUP: Classroom Teachers **GRADE LEVEL:** 4-6

Additional Programming

PROGRAM	Definitely Keep N	Definitely Keep %	Need Topic-Prog. Not Eff. N	Need Topic-Prog. Not Eff. %	Definitely Drop N	Definitely Drop %	No Opinion/ Not Appliable N	No Opinion/ Not Appliable %	No Response N	No Response %
ARTifacts (Ages12-Adult))	9	7.1			1	.8	23	18.1	94	74.0
CNN Newsroom (Ages12-Adult)	18	14.2					17	13.4	92	72.4
Club Connect (Ages12-Adult)	6	4.7					26	20.5	95	74.8
Ghostwriters (Ages 6-11)	36	28.3					9	7.1	82	64.6
Great Performances (Ages12-Adult)	10	7.9					22	17.3	95	74.8
The Infinite Voyage (Ages12-Adult)	7	5.5					25	19.7	95	74.8
MacNeil /Lehrer NewsHour (Ages12-Adult)	7	5.5					23	18.1	97	76.4
Mississippi Masters (Ages12-Adult)	15	11.8					19	15.0	93	73.2
Mississippi Outdoors (Ages12-Adult)	23	18.1					18	14.2	86	67.7
Mississippi Roads (Ages12-Adult)	22	17.3					18	14.2	87	68.5
NOVA (Ages12-Adult)	24	18.9					15	11.8	88	69.3
National Geographic Specials (Ages12-Adult)	33	26.0					12	9.4	82	64.6
Nature (Ages12-Adult)	28	22.0					14	11.0	85	66.9
The New Explorers (Ages 6-11)	26	20.5					12	9.4	89	70.1
Reading Rainbow (Ages 6-11)	47	37.0					9	7.1	71	55.9
Square One TV (Ages 6-11)	21	16.5					13	10.2	93	73.2
Star Hustler (Ages12-Adult)	10	7.9	1	.8			22	17.3	94	74.0
Travels (Ages12-Adult)	16	12.6					18	14.2	93	73.2
Wonderworks (Ages 6-Adult)	29	22.8					15	11.8	83	65.4

Teacher Responses Grades 4-6

Top 15 Selections

1. Read All About It (LA/RD)
2. Reading Rainbow
3. The Metric System (MATH)
4. 3-2-1 Classroom Contact (SCI)
5. About Mississippi (SS)
6. The Body Works (HLTH)
7. First Films on Science (SCI)
8. The Outside Story with Slim Goodbody (SCI)
9. Elementary Language Skills (LA)
10. Ghostwriters
11. The "All About" Series (SCI)
12. Gettin' to Know Me (SS)
13. Holiday Specials (SS)
14. Where in the World (SS)
15. Inside Story With Slim Goodbody (HLTH)

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TARGET GROUP: Classroom Teachers **GRADE LEVEL:** 7-9 54 **Responses**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of Classroom Teachers for programs listed for 4-6 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM		Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
		N	%	N	%	N	%	N	%	N	%
Images & Things (5-8)	[ART]							3	5.6	51	94.4
ACTion Challenge: Doing Your Best	(CAREER ED]	2	3.7					2	3.7	50	92.6
Trade-Offs (4-7)	[ECONOMICS]	1	1.9					3	5.6	50	92.6
Give & Take (7-9)	[ECONOMICS]	1	1.9			1	1.9	3	5.6	49	90.7
Parlez Moi (9-12)	[FOREIGN LANGUAGES]	1	1.9					2	3.7	51	94.4
Soup to Nuts (7-9)	[HEALTH]	2	3.7			1	1.9	3	5.6	48	88.9
Edit Point (9-12)	[LANG. ARTS/COMM]	7	13.0	1	1.9			3	5.6	43	79.6
Survivor's Guide to Learning(9-12)	[LANG. ARTS]	4	7.4	1	1.9			5	9.3	44	81.5
Tomes & Talismans (5-7)	[LANGUAGE ARTS]	7	13.0	3	5.6			1	1.9	43	79.6
Write On! (7-12)	[LANG. ARTS]	8	14.8	3	5.6			2	3.7	41	75.9
Zebra Wings (4-9))	[LANGUAGE ARTS]	5	9.3	2	3.7	1	1.9	2	3.7	44	81.5
Shakespeare in Perspect.(9-12)	[LANG. ARTS]	8	14.8	1	1.9			5	9.3	40	74.1
Short Story Classics (9-12)	[LANG. ARTS]	12	22.2	1	1.9			3	5.6	38	70.4
GED-TV Series (9-12)	[LIFE SKILLS]	5	9.3					2	3.7	47	87.0
Futures (7-12)	[MATHEMATICS]	4	7.4					2	3.7	48	88.9
Challenge of the Unknown(4-12	[MATHEMATICS]	4	7.4					2	3.7	48	88.9
The Metric System (4-9)	[M ATHEMATICS]	7	13.0					1	1.9	46	85.2
Power of Algebra	[MATHEMATICS]	5	9.3					2	3.7	47	87.0
World's Largest Concert (K-12)	[MUSIC]	4	7.4					1	1.9	49	90.7
Civil Defense (1-12)	[SAFETY]	5	9.3					1	1.9	48	88.9
Driving Tactics (9-12)	[SAFETY]	2	3.7					2	3.7	50	92.6
About Science (6-9)	[SCIENCE]	9	16.7	3	5.6			1	1.9	41	75.9
Bioscope (4-7)	[SCIENCE]	7	13.0	1	1.9			3	5.6	43	79.6
Dinosaur (7-12)	[SCIENCE]	6	11.1					6	11.1	42	77.8
It's Chemical (7-12)	[SCIENCE]	3	5.6	1	1.9			5	9.3	45	83.3
Physics Demonstrations (9-12)	[SCIENCE]	6	11.1	1	1.9			4	7.4	43	79.6
Sci-Fair (6-9)	[SCIENCE]	7	13.0	1	1.9			2	3.7	44	81.5

N = 54

Classroom Teachers Grades 7-9 pg. 2

PROGRAM	Definitely Keep N	%	Need Topic-Prog. Not Eff. N	%	Definitely Drop N	%	No Opinion/ Not Appliable N	%	No Response N	%
Starfinder (7-12) [SCIENCE]	9	16.7					2	3.7	43	79.6
Weather Matrix (7-9) [SCIENCE]	7	13.0	4	7.4			2	3.7	41	75.9
About Mississippi (1-12) [SOCIAL STUDIES]	8	14.8	1	1.9			2	3.7	43	79.6
America Past (7-9) [SOCIAL STUDIES]	4	7.4	1	1.9			3	5.6	46	85.2
Ancient Romans (7-12) [SOCIAL STUDIES]	3	5.6					3	5.6	48	88.9
CNN Newsroom (5-12) [SOCIAL STUDIES]	5	9.3					2	3.7	47	87.0
Finding Our Way (4-7) [SOCIAL STUDIES]	2	3.7	1	1.9			3	5.6	48	88.9
Global Gography (6-9) [SOCIAL STUDIES]	6	11.1	1	1.9			1	1.9	46	85.2
Jefferson's Popular Forest (7-12) [SOC. STUDIES]	1	1.9					3	5.6	50	92.6
Life of Geo. Washington (4-12) [SOC. STUD.]	5	9.3					3	5.6	46	85.2
Minorities and the Constitution (7-12) [SOC.STU.]	6	11.1					1	1.9	47	87.0
Miss. Today and Tomorrow (7-9) [SOC. STU]	4	7.4	1	1.9			2	3.7	47	87.0
Spaceship Earth (9-12) [SOCIAL STUDIES]	3	5.6					2	3.7	49	90.7
Taxes in U.S. History (5-9) [SOCIAL STUDIES]	2	3.7					3	5.6	49	90.7
You've Got That Right! (9-12) [SOCIAL STUDIES]	4	7.4					3	5.6	47	87.0
Basic Electricity: Dir Current (9-12) [VO. TECH]	2	3.7					2	3.7	50	92.6
Construction Technology (7-12) [VO. TECH]	2	3.7					2	3.7	50	92.6
Safety Gear Series (7-12) [VO. TECH]	2	3.7					1	1.9	51	94.4
Additional Programming										
ARTifacts (Ages12-Adult))	4	7.4					2	3.7	48	88.9
CNN Newsroom (Ages12-Adult)	8	14.8					1	1.9	45	83.3
Club Connect (Ages12-Adult)	2	3.7					4	7.4	48	88.9
Great Performances (Ages12-Adult)	7	13.0					1	1.9	46	85.2
The Infinite Voyage (Ages12-Adult)	3	5.6					3	5.6	48	88.9
MacNeil /Lehrer NewsHour (Ages12-Adult)	3	5.6					3	5.6	48	88.9
Mississippi Masters (Ages12-Adult)	6	11.1					2	3.7	46	85.2
Mississippi Outdoors (Ages12-Adult)	11	20.4					2	3.7	41	75.9
Mississippi Roads (Ages12-Adult)	8	14.8					3	5.6	43	79.6
NOVA (Ages12-Adult)	10	18.5					1	1.9	43	79.6
National Geographic Specials (Ages12-Adult)	11	20.4					2	3.7	41	75.9
Nature (Ages12-Adult)	8	14.8					2	3.7	44	81.5
Star Hustler (Ages12-Adult)	2	3.7					3	5.6	49	90.7
Travels (Ages12-Adult)							4	7.4	50	92.6
Wonderworks (Ages 6-Adult)	4	7.4					2	3.7	48	88.9

Teachers - Grades 7-9

Top 15 Selections

1. Short Story Classics (LA)
2. About Science (SCI)
3. National Geographic Specials
4. Mississippi Outdoors
5. Write On! (LA)
6. Weather Matrix (SCI)
7. NOVA
8. Tomes & Talismans (LA)
9. Shakespeare in Perspective (LA)
10. About Mississippi (SS)
11. Starfinder (SCI)
12. Nature
13. Mississippi Roads
14. CNN Newsroom
15. Bioscope (SCI)

TARGET GROUP: CLASSROOM TEACHERS **GRADE LEVEL: 10-12** 60 **Responses**

DIRECTIONS FROM QUESTIONNAIRE: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

Survey Results: This information represents the programming and responses of Classroom Teachers for programs listed for 10-12 grade levels only. A compilation for all grade levels is included elsewhere.

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
Art of the Western World (10-12) [ART]	2	3.3	1	1.7			4	6.7	53	88.3
ACTion Challenge: Doing Your Best..ACT (9-12)	8	13.3					1	1.7	51	85.0
It's Your Future (10-12) [CAREER ED]	5	8.3	1	1.7			3	5.0	51	85.0
Economics U$A (10-12) [ECONOMICS]	7	11.7					4	6.7	49	81.7
Understanding Taxes (10-12) [ECONOMICS]	7	11.7					3	5.0	50	83.3
French in Action [10-12] [FOR LANGUAGES]	3	5.0					3	5.0	54	90.0
Parlez Moi (9-12) [FOR. LANGUAGES	3	5.0					3	5.0	54	90.0
Edit Point (9-12) [LANG. ARTS]	9	15.0	1	1.7			2	3.3	48	80.0
The Survivor's Guide to Learning [LANG. ARTS]	12	20.0	1	1.7			2	3.3	45	75.0
Write On! (7-12) [LANG. ARTS]	14	23.3					1	1.7	45	75.0
Postscripts (11) [LANGUAGE ARTS]	5	8.3	1	1.7			6	10.0	48	80.0
Shakespeare in Perspective (9-12) [LANG. ARTS	15	25.0					1	1.7	44	73.3
The Short Story (10-12) [LANGUAGE ARTS]	16	26.7					1	1.7	43	71.7
Short Story Classics (9-12) [LANGUAGE ARTS]	18	30.0							42	70.0
The GED-TV Series (9-12) [LIFE SKILLS]	10	16.7					1	1.7	49	81.7
Just Around the Corner I (10-12) [LIFE SKILLS]	5	8.3					2	3.3	53	88.3
Just Around the Corner II (10-12) [LIFE SKILLS]	4	6.7					2	3.3	54	90.0
Challenge of the Unknown(4-12) [MATHEMATICS]	2	3.3					3	5.0	55	91.7
Concepts in Mathematics (10-12 [MATH.]	4	6.7					2	3.3	54	90.0
For All Practical Purposes (10-12) [MATH]	4	6.7					2	3.3	54	90.0
Futures (7-12) [MATHEMATICS]	3	5.0					2	33	55	91.7
World's Largest Concert (K-12) [MUSIC]							3	5.0	57	95.0

N = 60

Classroom Teachers Grades 10-12 pg. 2

PROGRAM	Definitely Keep N	Definitely Keep %	Need Topic-Prog. Not Eff. N	Need Topic-Prog. Not Eff. %	Definitely Drop N	Definitely Drop %	No Opinion/ Not Appliable N	No Opinion/ Not Appliable %	No Response N	No Response %
Civil Defense (1-12) [SAFETY]	8	13.3							52	86.7
Driving Tactics (9-12) [SAFETY]	3	5.0					1	1.7	56	93.3
Concepts in Science: Biology (10-12) [SCIENCE]	10	16.7					1	1.7	49	81.7
Concepts in Science: Chemistry [SCIENCE]	9	15.0					1	1.7	50	83.3
Concepts in Science: Physics [SCIENCE]	9	15.0					1	1.7	50	83.3
Dinosaur (7-12) [SCIENCE]	6	10.0					1	1.7	53	88.3
It's Chemical (7-12) [SCIENCE]	8	13.3					1	1.7	51	85.0
Physics Demonstrations (9-12) [SCIENCE]	10	16.7					1	1.7	49	81.7
Starfinder (7-12) [SCIENCE]	5	8.3					2	3.3	53	88.3
About Mississippi (1-12) [SOCIAL STUDIES]	8	13.3	1	1.7					51	85.0
The Ancien t Romans (7-12) [SOCIAL STUDIES]	4	6.7	2	3.3			2	3.3	52	86.7
CNN Newsroom (5-12) [SOCIAL STUDIES]	8	13.3							52	86.7
Equal Justice Under Law (10-12) [SOC. STUD]	6	10.0					1	1.7	53	88.3
Geography in U.S. History (10-12) [SOC. STUD]	8	13.3	1	1.7			1	1.7	50	83.3
Jefferson's Popular Forest (7-12) [SOC. STUD]	1	1.7					4	6.7	55	91.7
Life of Geo. Washington (4-12) [SOC. STUD.]	2	3.3			1	1.7	1	1.7	56	93.3
Minorities and the Constitution (7-12) [SOC.STUD]	7	11.7	1	1.7			1	1.7	51	85.0
Spaceship Earth (7-12) [SOCIAL STUDIES]	4	6.7					1	1.7	55	91.7
Spirit of the Land (10-12) [SOCIAL STUDIES]	5	8.3					1	1.7	54	90.0
Twentieth Century History (10-12) [SOCIAL STUD	6	10.0					1	1.7	53	88.3
The U.S. Constitution (10-12) [SOCIAL STUDIES]	5	8.3	1	1.7			1	1.7	53	88.3
You've Got That Right (9-12) [SOCIAL STUDIES]	3	5.0					3	5.0	54	90.0
Basic Electricity: Dir. Current (9-12) [VOC TEC ED	2	3.3					1	1.7	57	95.0
Construction Technology Series (7-12) [VOC. TEC	2	3.3					2	3.3	56	93.3
Safety Gear Series (7-12) [VOC. TEC ED]	2	3.3					1	1.7	57	95.0
Additional Programming										
ARTifacts (Ages12-Adult))	5	8.3	1	1.7			4	6.7	50	83.3
CNN Newsroom (Ages12-Adult)	12	20.0							48	80.0
Club Connect (Ages12-Adult)	3	5.0	1	1.7			3	5.0	53	88.3
Great Performances (Ages12-Adult)	10	16.7					1	1.7	49	81.7
The Infinite Voyage (Ages12-Adult)	5	8.3					2	3.3	53	88.3
MacNeil /Lehrer NewsHour (Ages12-Adult)	8	13.3	1	1.7			1	1.7	50	83.3
Mississippi Masters (Ages12-Adult)	10	16.7					1	1.7	49	81.7
Mississippi Outdoors (Ages12-Adult)	13	21.7			1	1.7	1	1.7	45	75.0

N = 60

CLASSROOM TEACHERS **Grades 10-12** **pg. 3**

PROGRAM	Definitely Keep		Need Topic-Prog. Not Eff.		Definitely Drop		No Opinion/ Not Appliable		No Response	
	N	%	N	%	N	%	N	%	N	%
Mississippi Roads (Ages12-Adult)	13	21.7	1	1.7			1	1.7	45	75.0
NOVA (Ages12-Adult)	9	15.0			1	1.7	1	1.7	49	81.7
National Geographic Specials (Ages12-Adult)	14	23.3							46	76.7
Nature (Ages12-Adult)	10	16.7							50	83.3
Star Hustler (Ages12-Adult)	4	6.7	1	1.7			3	5.0	52	86.7
Travels (Ages12-Adult)	9	15.0							51	85.0
Wonderworks (Ages 6-Adult)	9	15.0							51	85.0

Teachers Responses Grades 10-12

Top 15 Selections

1. Short Story Classics (LA)
2. The Short Story (LA)
3. Shakespeare in Perspective (LA)
4. Write On! (LA)
5. National Geographic Specials
6. Mississippi Roads
7. Mississippi Outdoors
8. CNN Newsroom
9. The Survivors Guide to Learning (LA)
10. Nature
11. Concepts in Science: Biology (SCI)
12. Physics Demonstrations (SCI)
13. Great Performances
14. Mississippi Masters
15. The GED-TV Series (LS)

K-12 TEACHER QUESTIONNAIRE
REPORT

A total of 400 teachers answered the questionnaire. 83% of the respondents stated they received Mississippi ETV programming. Only 11% of the respondents stated that they did not have ITV programming available in their school. Of those who received ITV programming, 61% used it during the past year.

A majority of the respondents (41.5%) stated that ITV was very effective as an instructional tool with 40.5% describing ITV as moderately effective. Only 34.5% used ITV on a regular basis (at least 3 times per week). 36.5% were used ITV programming more during the past three years; with 50.5% using it less. The main reasons given was "not enough time to teach and use programs".

A majority of the respondents stated the most effective source used to receive information about ETV programming is the ITV Resource Catalog, followed by program suggestions by their library media specialist. At this time, most teachers access programming by using the copy available in their media center.

A large majority of the respondents (82.5%) found the curriculum correlation section of the ITV Resource Catalog to be helpful. Only 12.5 % used the available teachers guides for programs. The main barriers to teacher guide use are "not available in the school" and "do not know how to obtain". A majority of the respondents teach using selected programs from a series or use programs to reinforce prior learning.

Lack of training and information on the use of ITV programming seems to be a problem. Only 61% of the teachers answering the questionnaire had received ITV information from their media specialist or ITV liaison. 75.2% stated they had never received ITV training from an ITV consultant from MAET. 40.5% stated they did not know about available assistance with 30% not responding to this question. 77.5% expressed an interest in staff development workshops provided by ETV. Topics of the most interest are: "Lesson Planning with ITV" and "Subject-specific utilization of ITV".

Staff development programs would be used more if taped. 86.2% did not take advantage of the live interactive Teletalk programs during the year.

A majority of the respondents (53%) did not respond to the question regarding benefits of the duplication service provided by MAET. The difficulty in obtaining funding for duplicated tapes and lack of knowledge about the service were the main barriers.

Two questions were asked about a proposed seminar for international studies and an interactive government seminar. 59.% were not interested in the Interactive Seminar in International Studies and approximately half were interested in the Interactive Government Seminar.

Additional results came from the extensive comments section of the questionnaire:

* *The lack of convenient access to the ITV Resource Catalog posed a significant problem for the use of programming.*

* *Scheduling problems and lack of teacher time to adequately plan for and use television programming.*

* *Teachers have definite opinions about program requests and are eager to share instructional needs. Over 150 program suggestions were made in the comments.*

* *Ways must be found to better train teachers in the use of instructional television for classroom use.*

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: K-3
COMBINED RESPONSES
N=216

TOP 15 PROGRAMS
COMBINED TEACHERS AND ITV REPRESENTATIVES
GRADES K-3

		Teacher Rank*	ITV Rank*
1.	Sesame Street	2	3
2.	Reading Rainbow	1	4
3.	The Letter People 2	4	2
4.	The Letter People 1	3	1
5.	Gather Round	5	8
6.	Barney and Friends	10	15
7.	Mrs. Cabobble's Caboose	x	11
8.	All About You	8	6
9.	Mister Rogers' Neighborhood	x	10
10.	The Clyde Frog Show	6	x
11.	The Magic Place	x	5
12.	Holiday Specials	9	x
13.	Math Factory	7	9
14.	McGruff the Crime Dog Series	12	13
15.	Lamb Chop's Play Along	x	x

X= Not in top 15 selected
T = Teachers
ITV = ITV representatives in schools
*See ITV and Teacher sections for raw scores

PROGRAM	RANK T	 ITV	FIRST ADDED TO SCHEDULE	RIGHTS
ART				
The Art Chest(1-2)	x *	x*	80-81	school year
CAREER ED/ECONOMICS				
Pennywise (1-3)	x	x	79-80	unlimited
FOREIGN LANGUAGE				
Amigos (K-2)	x	x	91-92	school year
HEALTH				
All About You (1-2]	8	6	78-79	school year
Cincinnati Bones and The Treasure of Health (1-6)	x	x	90-91	school year
Eat Well, Be Well (1-4)	x	x	92-93	school year
The Clyde Frog Show (1-3)	6	x	76-77	unlimited
Inside/Out (3-5)	x	x	73-74	unlimited
Inside Story with Slim Goodbody (3-5)	x	x	81-82	school year
Just for Me (2-4)	x	x	92-93	school year

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: K-3
COMBINED RESPONSES- pg 2

PROGRAM	RANK		FIRST ADDED TO SCHEDULE	RIGHTS
	T	ITV		
LANGUAGE ARTS				
Cursive Handwriting (2-3)	x	x	84-85	na
Elementary Language Skills (3-5)	x	x	90-91	school year
The Letter People 1 (1-3)	3	1	76-77	school year
The Letter People 2 (1-3)	4	2	77-78	school year
The Magic Place (K)	x	5	87-88	unlimited
The Write Channel (2-4)	x	x	79-80	unlimited
Gather 'Round (1-3)	5	8	78-79	school year
The Wild World Series (1-3)	x	x	90-91	school year
MATHEMATICS				
Math Cycle (2-3)	x	x	84-85	school year
Math Factory (1-2)	7	9	71-72	unlimited
Math Patrol (2-3)	x	x	78-79	school year
MUSIC				
Mrs. Cabobble's Caboose (K-3)	x	11	87-88	school year
World's Largest Concert (K-12)	x	x	3/19/87	unlimited
SAFETY				
About Safety (1-6)	x	x	73-74	unlimited
Civil Defense (1-12)	x	x	79-80	unlimited
McGruff the Crime Dog Series (1-6)	12	13	90-91	school year
Smoke Detectives (K-6)	x	x	91-92	school year
SCIENCE				
First Films on Science (3-6)	x	x	73-74	unlimited
A Home for Pearl (1-6)	x	x	92-93	school year
No Time to Waste (K-6)	x	x	91-92	school year
The Outside Story with Slim Goodbody	x	x	91-92	school year
Take a Look (1-2)	x	x	88-89	school year
SOCIAL STUDIES				
About Mississippi (1-12)	x	x	72-73	unlimited
Holiday Specials (K-6)	9	x	91-92	school year
BB's Cover the Globe (1-4)	x	x	70-71	unlimited
Juba (2-6)	x	x	78-79	school year
Under the Blue (1-3) Umbrella	x	x	78-79 86-87	school year
Where in the World (3-6)	x	x	92-93	school year

ADDITIONAL PROGRAMMING - Grades K-3
COMBINED RESPONSES

PROGRAM	RANK		FIRST ADDED TO SCHEDULE	RIGHTS
	T	ITV		
Barney & Friends (Ages 2-5)	10	15	np*	unlimited
Ghostwriters (Ages 6-11)	x	x	np	3 year
Lamb Chop's Play Along (Ages 2-5)	x	x	np	3 year
Long Ago & Far Away (Ages 2-5)	x	x	np	3 year
Mister Rogers' Neighborhood (Ages 2-5)	x	10	np	np
The New Explorers (Ages 6-11)	x	x	np	np
Reading Rainbow (Ages 6-11)	1	4	84-85	np
Sesame Street (Ages 2-5)	2	3	np	np
Shining Time Station (Ages 2-5)	x	x	np	np
Square One TV (Ages 6-11)	x	x	np	3 year
Wonderworks (Ages 6-Adult)	x	x	np	np

* np = not provided

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 4-6
COMBINED RESPONSES
N=147

TOP 15 PROGRAMS
COMBINED TEACHERS AND ITV REPRESENTATIVES
GRADES 4-6

		Teacher Rank	ITV Rank
1.	Reading Rainbow	2	1
2.	Read All About It	1	x
3.	3-2-1 Classroom Contact	4	3
4.	The Metric System	3	12
5.	About Mississippi	5	9
6.	The Body Works	6	x
7.	First Films on Science	7	14
8.	The "All About" Series	11	7
9.	Bioscope	x	2
10.	The Outside Story with Slim Goodbody	8	8
11.	Elementary Language Skills	9	x
12.	The Inside Story with Slim Goodbody	15	x
13.	Math Works	x	5
14.	The Animal Families Series	x	13
15.	Holiday Specials	13	x

X= Not in top 15 selected
T = Teachers
ITV = ITV representatives in schools
*See ITV and Teacher Sections for raw scores

PROGRAM	RANK T	ITV	FIRST ADDED TO SCHEDULE		RIGHTS
ART					
Art Maker(4-6)		x	x	82-83	school year
Images & Things (5-8)	x	x	71-72	89-90	unlimited
CAREER ED/ECONOMICS					
Bread & Butterflies (4-6)	x	x	74-75		unlimited
Trade-Offs (4-7)	x	x	78-79		unlimited
HEALTH					
The Body Works (4-6)	6	x	82-83	90-91	school year
Cincinnati Bones and the Treasure of Health(1-6)	x	x	90-91		school year
Eat Well, Be Well (1-4)	x	10	92-93		school year
Growing Up, Growing Older (5-6)	x	x	92-93		school year
Inside Out (3-5)	x	x	73-74		unlimited
Inside Story with Slim Goodbody(3-5)	15	x	81-82		school year
Just for Me (2-4)	x	x	92-93		school year
Your Choice...Our Chance (5-6)	x	11	89-90		unlimited

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 4-6
COMBINED RESPONSES- pg 2

PROGRAM	RANK		FIRST ADDED TO SCHEDULE	RIGHTS
	T	ITV		
LANGUAGE ARTS				
Elementary Language Skills (3-5)	9	x	90-91	school year
Thinkabout (5-6)	x	x	79-80	unlimited
Tomes & Talismans (5-7)	x	4	85-86	unlimited
Wordscape (4-6)	x	x	90-91	school year
The Write Channel (2-4)	x	x	79-80	unlimited
Zebra Wings (4-9))	x	x	76-77	unlimited
Read All About It (4-6)	1	X	80-81	school year
MATHEMATICS				
Challenge of the Unknown(4-12)	X	X	92-93	school year
Figure Out (4-6)	X	X	82-83	unlimited
Math Works! (5)	X	5	86-87	unlimited
The Metric System (4-9)	3	12	73-74	unlimited
MUSIC				
Music and Me (4-6)	X	X	81-82	school year
World's Largest Concert (K-12)	X	X	3/19/87	unlimited
SAFETY				
About Safety (1-6)	X	X	73-74	unlimited
Civil Defense (1-12)	X	X	79-80	unlimited
McGruff the Crime Dog Series (1-6)	X	6	90-91	school year
Smoke Detectives (K-6)	x	x	91-92	school year
SCIENCE				
About Science (6-9)	x	x	72-73	unlimited
The "All About" Series (4-5)	11	7	90-91	school year
The Animal Families Series(4)	x	13	90-91	school year
Bioscope (4-7)	x	2	80-81	unlimited
First Films on Science (3-6)	7	14	73-74	unlimited
A Home for Pearl (1-6)	x	x	92-93	school year
No Time to Waste (K-6)	x	x	91-92	school year
The Outside Story with Slim Goodbody	8	8	91-92	school year
Sci-Fair (6-9)	x	x	83-84	unlimited
3-2-1 Classroom Contact (4-6)	4	3	91-92	school year
SOCIAL STUDIES				
About Mississippi (1-12)	5	9	72-73	unlimited
American Legacy (5-6)	x	15	83-84	school year
BB's Cover the Globe (1-4)	x	x	70-71	unlimited
CNN Newsroom (5-12)	x	x	91-92	school year
Finding Our Way (4-7)	x	x	84-85 79-80	school year
Gettin' to Know Me (4-6)	x	x	80-81	school year
Global Geography (6-9)	x	x	87-88	unlimited
Holiday Specials (K-6)	13	x	91-92	school year
Juba (2-6)	x	x	78-79	school year
Life of Geo. Washington (4-12)	x	x	91-92	school year
Taxes in U.S. History (5-9)	x	x	91-92	school year
Where in the World (3-6)	14	x	92-93	school year

ADDITIONAL PROGRAMMING - Grades 4-6

ARTifacts (Ages12-Adult))	x	x	np*	unlimited
CNN Newsroom (Ages12-Adult)	x	x	np	school year
Club Connect (Ages12-Adult)	x	x	np	3 years
Ghostwriters (Ages 6-11)	10	x	np	3 years
Great Performances (Ages12-Adult)	x	x	np	np
The Infinite Voyage (Ages12-Adult)	x	x	np	np
MacNeil /Lehrer NewsHour (Ages12-Adult)	x	x	np	np
Mississippi Masters (Ages12-Adult)	x	x	np	unlimited
Mississippi Outdoors (Ages12-Adult)	x	x	np	unlimited
Mississippi Roads (Ages12-Adult)	x	x	np	unlimited
NOVA (Ages12-Adult)	x	x	np	np
National Geographic Specials (Ages12-Adult)	x	x	np	unlimited
Nature (Ages12-Adult)	x	x	np	np
The New Explorers (Ages 6-11)	x	x	np	np
Reading Rainbow (Ages 6-11)	2	1	84-85	varies
Square One TV (Ages 6-11)	x	x	np	3 years
Star Hustler (Ages12-Adult)	x	x	np	np
Travels (Ages12-Adult)	x	x	np	np
Wonderworks (Ages 6-Adult)	x	x	np	np

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 7-9
COMBINED RESPONSES
N = 73

TOP 15 PROGRAMS
COMBINED TEACHERS AND ITV REPRESENTATIVES
GRADES 7-9

		Teacher Rank	ITV Rank
1.	National Geographic Specials	3	3
2.	Tomes and Talismans	8	2
3.	Global Geography	x	1
4.	Mississippi Roads	13	5
5.	NOVA	7	9
6.	About Mississippi	10	6
7.	Mississippi Outdoors	4	15 tie
8.	About Science	2	10
9.	Short Story Classics	1	x
10.	Sci-Fair	x	8
11.	Starfinder	11	15 tie
12.	Weather Matrix	6	11
13.	Mississippi Today and Tomorrow	x	4
14.	The Metric System	x	15 tie
14.	Power of Algebra	x	7
15.	Nature	12	x

X= Not in top 15 selected
T = Teachers
ITV = ITV representatives in schools
* See ITV and Teacher sections for raw scores

PROGRAM	RANK T	 ITV	FIRST ADDED TO SCHEDULE	RIGHTS
ART				
Images & Things (5-8)	x *	x*	80-81	school year
CAREER ED/ECONOMICS				
Action Challenge: Doing Your Best	x	x	90-91	unlimited
Bread & Butterflies (4-6)	x	x	74-75	unlimited
Trade-Offs (4-7)	x	x	78-79	unlimited
Give & Take (7-9)	x	x	83-84	unlimited
FOREIGN LANGUAGE				
Parlez Moi (9-12)	x	x	83-84	school year
HEALTH				
Soup to Nuts (7-9)	x	x	80-81	unlimited

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 7-9

PROGRAM	RANK		FIRST ADDED TO SCHEDULE		RIGHTS
	T	ITV			
LANGUAGE ARTS					
Edit Point (9-12)	x	x	82-83		unlimited
Survivor's Guide to Learning(9-12)	x	x	91-92		school year
Tomes & Talismans (5-7)	8	2	85-86		unlimited
Write On! (7-12)	x	x	78-79		school year
Short Story Classics (9-12)	1	x	89-90		school year
Zebra Wings (4-9))	x	x	76-77		unlimited
Shakespeare in Perspect.(9-12)	x	x	89-90		school year
LIFE SKILLS					
GED-TV Series	x	x	83-84	85-86	unlimited
MATHEMATICS					
Challenge of the Unknown(4-12)	x	x	92-93		school year
Futures (7-12)	x	x	91-92		school year
The Metric System (4-9)	x	15 tie	73-74		unlimited
Power of Algebra	x	7	90-91		school year
MUSIC					
World's Largest Concert (K-12)	x	x	3/19/87		unlimited
SAFETY					
Driving Tactics (9-12)	x	x	90-91		school year
Civil Defense (1-12)	x	x	79-80		unlimited
SCIENCE					
About Science (6-9)	2	10	72-73		unlimited
Bioscope (4-7)	x	x	80-81		unlimited
Dinosaur (7-12)	x	x	91-92		school year
It's Chemical (7-12)	x	x	90-91		school year
Physics Demonstrations (9-12)	7	14	76-77		school year
Sci-Fair (6-9)	x	8	83-84		unlimited
Starfinder (7-12)	11	15 tie	90-91		school year
Weather Matrix (7-9)	6	11	76-77		unlimited
SOCIAL STUDIES					
About Mississippi (1-12)	10	6	72-73		unlimited
America Past (7-9)	x	x	87-88		school year
Ancient Romans (7-12)	x	x	90-91		school year
CNN Newsroom (5-12)	x	x	91-92		school year
Finding Our Way (4-7)	x	x	84-85	79-80	school year
Global Geography (6-9)	x	1	87-88		unlimited
Jefferson's Popular Forest (7-12)	x	x	92-93		school year
Minorities and the Constitution (7-12)	x	x	89-90		school year
Life of Geo. Washington (4-12)	x	x	91-92		school year
Miss. Today and Tomorrow (7-9)	x	4	79-80		unlimited
Spaceship Earth (9-12)	x	x	92-93		school year
Taxes in U.S. History (5-9)	x	x	91-92		school year
You've Got That Right! (9-12)	x	x	91-92		unlimited

pg 3 **ITV REPRESENTATIVES AND TEACHERS**
GRADE LEVEL: 7-9

PROGRAM	RANK T	 ITV	FIRST ADDED TO SCHEDULE	RIGHTS
VOCATIONAL-TECHNICAL EDUCATION				
Basic Electricity: Dir Current (9-12)	x	x	90-91	school year
Construction Technology (7-12)	x	x	89-90	school year
Safety Gear Series (7-12)	x	x	90-91	school year
ADDITIONAL PROGRAMMING				
ARTifacts (Ages12-Adult))	x	x	np*	unlimited
CNN Newsroom (Ages12-Adult)	x	x	np	school year
Club Connect (Ages12-Adult)	x	x	np	3 years
Great Performances (Ages12-Adult)	x	x	np	np
The Infinite Voyage (Ages12-Adult)	x	x	np	np
MacNeil /Lehrer NewsHour (Ages12-Adult)	x	x	np	np
Mississippi Masters (Ages12-Adult)	x	x	np	unlimited
Mississippi Outdoors (Ages12-Adult)	4	15	np	unlimited
Mississippi Roads (Ages12-Adult)	13	5	np	unlimited
NOVA (Ages12-Adult)	7	9	np	np
National Geographic Specials (Ages12-Adult)	3	3	np	unlimited
Nature (Ages12-Adult)	12	x	np	np
Star Hustler (Ages12-Adult)	x	x	np	np
Travels (Ages12-Adult)	x	x	np	np
Wonderworks (Ages 6-Adult)	x	x	np	np

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 10-12
COMBINED RESPONSES
N = 102

TOP 15 PROGRAMS
COMBINED TEACHERS AND ITV REPRESENTATIVES
GRADES 10-12

		Teacher Rank	ITV Rank
1.	Short Story Classics	1	1
2.	The Short Story	2	3
3.	National Geographic Specials	5	6
4.	Concepts in Science: Biology	11	4
5.	Concepts in Science: Physics	x	2
6.	Concepts in Science; Chemistry	x	5
7.	Shakespeare in Perspective	3	12
8.	Physics Demonstrations	12	7
9.	The GED-TV Series	15	13
10.	Equal Justice Under Law	x	8
11.	NOVA	x	11
12.	ACTion Challenge	x	10
13.	Geography in U.S. History	x	14
14.	Mississippi Outdoors	7	x
15.	Mississippi Roads	6	x

X= Not in top 15 selected
T = Teachers
ITV = ITV representatives in schools
* See ITV and Teacher sections for raw scores

PROGRAM	RANK T	RANK ITV	FIRST ADDED TO SCHEDULE	RIGHTS
ART				
Art of the Western World (10-12)	x*	x*	90-91	school year
CAREER ED/ECONOMICS				
Action Challenge: Doing Your Best (9-12)	x	10	90-91	unlimited
It's Your Future (10-12)	x	x	88-89	school year
Economics U$A (10-12)	x	x	90-91	school year
Understanding Taxes (10-12)	x	x	88-89	unlimited
FOREIGN LANGUAGE				
French in Action (10-12)	x	x	88-89	school year
Parlez Moi (9-12)	x	x	83-84	school year

pg 2 ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 10-12

PROGRAM	RANK		FIRST ADDED TO SCHEDULE	RIGHTS
	T	ITV		
LANGUAGE ARTS				
Edit Point (9-12)	x	x	82-83	unlimited
Survivor's Guide to Learning(9-12)	x	x	91-92	school year
Postscripts (11)	x	x	84-85	unlimited
Write On! (7-12)	x	x	78-79	school year
Short Story Classics (9-12)	1	1	89-90	school year
Shakespeare in Perspect.(9-12)	3	12	89-90	school year
The Short Story (10-12)	2	3	78-79	school year
LIFE SKILLS				
GED-TV Series	15	13	82-83 85-86	unlimited
Just Around the Corner I (10-12)	x	x	78-79	unlimited
Just Around the Corner II (10-12)	x	x	78-79	unlimited
MATHEMATICS				
Challenge of the Unknown(4-12)	x	x	92-93	school year
Concepts in Mathematics (10-12)	x	x	89-90	school year
For All Practical Purposes (10-12)	x	x	88-89	school year
Futures (7-12)	x	x	91-92	school year
MUSIC				
World's Largest Concert (K-12)	x	x	3/19/87	unlimited
SAFETY				
Driving Tactics (9-12)	x	x	90-91	school year
Civil Defense (1-12)	x	x	79-80	unlimited
SCIENCE				
Concepts in Science: Biology	11	4	86-87	school year
Concepts in Science: Chemistry	x	5	86-87	school year
Concepts in Science: Physics	x	2	86-87	school year
Dinosaur (7-12)	x	x	91-92	school year
It's Chemical (7-12)	x	x	90-91	school year
Physics Demonstrations (9-12)	12	7	76-77	school year
Starfinder (7-12)	x	x	90-91	school year
SOCIAL STUDIES				
About Mississippi (1-12)	x	x	72-73	unlimited
Ancient Romans (7-12)	x	x	90-91	school year
CNN Newsroom (5-12)	x	x	91-92	school year
Equal Justice Under Law (10-12)	x	8	87-88	school year
Geography in U.S. History (10-12)	x	14	91-92	school year
Jefferson's Popular Forest (7-12)	x	x	92-93	school year
Life of Geo. Washington (4-12)	x	x	91-92	school year
Minorities and the Constitution (7-12)	x	x	89-90	school year
Spaceship Earth (9-12)	x	x	92-93	school year
Spirit of the Land (10-12)	x	x	86-87	school year
Twentieth Centery History (10-12)	x	x	89-90	school year
The U.S. Constitution (10-12)	x	x	87-88	unlimited
You've Got That Right! (9-12)	x	x	91-92	unlimited

ITV REPRESENTATIVES AND TEACHERS
GRADE LEVEL: 10-12

PROGRAM	RANK T	RANK ITV	FIRST ADDED TO SCHEDULE	RIGHTS
VOCATIONAL-TECHNICAL EDUCATION				
Basic Electricity: Dir Current (9-12)	x	x	90-91	school year
Construction Technology (7-12)	x	x	89-90	school year
Safety Gear Series (7-12)	x	x	90-91	school year
ADDITIONAL PROGRAMMING				
ARTifacts (Ages12-Adult))	x	x	np*	unlimited
CNN Newsroom (Ages12-Adult)	x	x	np	school year
Club Connect (Ages12-Adult)	x	x	np	3 years
Great Performances (Ages12-Adult)	x	x	np	np
The Infinite Voyage (Ages12-Adult)	x	x	np	np
MacNeil /Lehrer NewsHour (Ages12-Adult)	x	x	np	np
Mississippi Masters (Ages12-Adult)	x	x	np	unlimited
Mississippi Outdoors (Ages12-Adult)	7	x	np	unlimited
Mississippi Roads (Ages12-Adult)	6	x	np	unlimited
NOVA (Ages12-Adult)	x	11	np	np
National Geographic Specials (Ages12-Adult)	5	6	np	unlimited
Nature (Ages12-Adult)	x	x	np	np
Star Hustler (Ages12-Adult)	x	x	np	np
Travels (Ages12-Adult)	x	x	np	np
Wonderworks (Ages 6-Adult)	x	x	np	np

STAFF DEVELOPMENT COORDINATORS SURVEY

GENERAL INFORMATION

School and/or District ________________________________

Number of years you have been the Staff Development Coordinator ____

Additional position(s) or responsibilities you hold in the district (if any) ________________________________

QUESTIONS

1a. Have any staff development programs conducted in your district in the last two years used television live broadcast or tapes to present the program?

YES, NO

b. If yes, which programs did you use?

. If no, would you be interested in using television as a way of presenting staff development training?

YES, NO

d. If yes, on what topics?

2a. Are you interested in any of the staff development programs listed below that MS ETV could present to your district in a "live" workshop setting?

YES, NO

b. If yes, please check all of the topics that are of interest to you.

___ a. Lesson planning with ITV
___ b. Subject-specific utilization of ITV
___ c. Visual learning theory
___ d. Copyright questions and answers
___ e. Video disc technology
___ f. Computer training
___ g. Multimedia
___ h. Getting started in distance education
___ i. "Repurposing" videodisc using authoring tools
___ j. Other

3a. Which is the most convenient way for you to conduct staff development workshops?

___ a. Taped televised broadcast
___ b. Live televised broadcast
___ c. In-person workshop setting in region/district
___ d. Other

b. If by live televised broadcast, what time of day and day of the week would faculty and staff most likely view the staff development program?

Time ________________________ Day of Week ________________________

4a. Did you watch any live, interactive Teletalk programs this year?

YES, NO

b. If yes, what topics were discussed on the programs that you watched?

c. What topics would you like to see discussed on Teletalks in the future?

What would be the best time for ETV to air the live, interactive Teletalk in-service programs in order for you to be able to participate?

Time ________________________ Day of Week ________________________

6a. Would you be willing to participate in the selection of new staff development programming to be used on ETV?

YES*, NO

*If yes, please add your name, school, address, and phone number to the GENERAL INFORMATION section at the beginning of this survey.

b. How can ETV enlist your input in the selection of new staff development programming available nationally? (Please check all that apply.)

___ a. Send printed material for review
___ b. Provide preview opportunities via scheduled broadcasts
___ c. Conduct statewide meetings
___ d. Other ____

Using the following list, place an "X" in the blank preceding each program used by your school/district during the 1991-1992 school year.

8. Using the following list, place an "X" in the blank preceding each program used by your school/district during the 1992-1993 school year.

ETV STAFF DEVELOPMENT OFFERINGS 1992-1993

Staff Development

___ David's Legacy: TV Cart Safety
___ Dealing with Social Problems in the Classroom
___ Education: The Way Up
___ How to Talk so Kids Will Listen
___ ITV: FYI
___ Mathematics In-Service
___ Teaching for Thinking: Creativity in the Classroom
___ Teletalk
___ The 25" Tutor - Teaching with Television
___ Your Choice ... Our Chance

ETV STAFF DEVELOPMENT OFFERINGS 1991-1992

[illegible]ucational Issues

- ___ Teacher to Teacher:
  - ___ Effective Approaches to Adolescent Substance Abuse
  - ___ Integrating Research on Learning Strategies into the Classroom
- ___ Building Comprehensive Alcohol and Other Drug Abuse Programs
- ___ Building Self-Esteem among Teachers and Students
- ___ Dealing with Students "At Risk"
- ___ Identifying and Programming for Talented Minorities
- ___ Exploring Middle School Curriculum Options
- ___ Educational Technology and Interactive Strategies
- ___ American's Shame, America's Hope (Dropouts)
- ___ Classroom Management
- ___ The Effective Teacher

History

- ___ Teacher to Teacher: History
  - ___ Teaching American History in Secondary Schools
  - ___ Teaching World Civilization in Secondary Schools
  - ___ Teaching American Government in Secondary Schools

Science

- ___ Energy/Environment: The Critical Connection
- ___ Teacher to Teacher: Life Sciences
  - ___ Plant Science
  - ___ Chicken Embryo Culture
- ___ Teacher to Teacher: Earth Sciences - Geology
  - ___ The Dynamic Earth
  - ___ The Evolution of the Earth
  - ___ National Resources of the Earth
  - ___ Geology and Environments
- ___ Science Concepts for Young Children

Art Education

- ___ Discipline-Based Art Education Workshops
- ___ The Arts: Integration Across the Curriculum

Technology Education

- ___ Technology Education

Math

- ___ Teacher to Teacher: Mathematics
  - ___ Spirograph Mathematics
  - ___ What Good is a Square Wheel?
  - ___ Mathematical Modeling
  - ___ Chaotic Dynamatical Systems
- ___ Computer Interaction in Secondary Math

Language

- ___ Culture in the Foreign Language Classroom

English

- ___ Teacher to Teacher: English
  - ___ Shakespeare's Life in His Works
  - ___ Science Fiction in Literature
  - ___ Humor and Mark Twain
  - ___ Work Origins in America
- ___ English Composition: Teaching Writing

[illegible]L/Bilingual Education for Teachers and Administrators

- ___ ESL/Bilingual Education for Teachers and Administrators

STAFF DEVELOPMENT COORDINATORS SURVEY

GENERAL INFORMATION

School and/or District ____________________

Number of years you have been the Staff Development Coordinator $\bar{X}$=3.478

Additional position(s) or responsibilities you hold in the district (if any) See Table 1 in the narrative presentation.

QUESTIONS

1a. Have any staff development programs conducted in your district in the last two years used television live broadcast or tapes to present the program?

YES, NO

YES - 22 responses or 44%
NO - 25 responses or 50%
NO Response - 3 responses or 6%

b. If yes, which programs did you use?

See additional sheet

If no, would you be interested in using television as a way of presenting staff development training?

YES, NO

YES - 32 responses or 64%
NO - 3 responses or 6%
MAYBE - 1 response or 2%
NO Response - 14 people or 28%

d. If yes, on what topics?

See additional sheet

2a. Are you interested in any of the staff development programs listed below that MS ETV could present to your district in a "live" workshop setting?

YES, NO

YES - 34 responses or 68%
NO - 9 responses or 18%
NO Response - 7 people or 14%

b. If yes, please check all of the topics that are of interest to you.

#	%		
18	36%	a.	Lesson planning with ITV
21	42%	b.	Subject-specific utilization of ITV
23	46%	c.	Visual learning theory
10	20%	d.	Copyright questions and answers
12	24 %	e.	Video disc technology
24	48 %	f.	Computer training
3	26 %	g.	Multimedia
7	14 %	h.	Getting started in distance education
2	4%	i.	"Repurposing" videodisc using authoring tools
4	8%	j.	Other

a. **Which is the most convenient way for you to conduct staff development workshops?**

# %
20 40% a. Taped televised broadcast
___ b. Live televised broadcast
27 54% c. In-person workshop setting in region/district
___ d. Other
3 6% NO Response

b. **If by live televised broadcast, what time of day and day of the week would faculty and staff most likely view the staff development program?**

Time ____________________ Day of Week ____________________

a. **Did you watch any live, interactive Teletalk programs this year?**

YES - 8 responses or 16 % NO Response - 3 people or 6%
YES, NO NO - 39 responses or 78 %

b. **If yes, what topics were discussed on the programs that you watched?**

See additional pages.

c. **What topics would you like to see discussed on Teletalks in the future?**

See additional pages.

What would be the best time for ETV to air the live, interactive Teletalk in-service programs in order for you to be able to participate?
See narrative for additional responses.

Time After school Day of Week Tuesday

a. **Would you be willing to participate in the selection of new staff development programming to be used on ETV?**

YES - 19 responses or 38% NO Response - 10 people or 20%
YES*, NO NO - 21 responses or 42%

***If yes, please add your name, school, address, and phone number to the GENERAL INFORMATION section at the beginning of this survey.**

b. **How can ETV enlist your input in the selection of new staff development programming available nationally? (Please check all that apply.)**

# %
18 36% a. Send printed material for review
6 12% b. Provide preview opportunities via scheduled broadcasts
12 24% c. Conduct statewide meetings
5 10% d. Other ____________________
9 18% NO Response

Using the following list, place an "X" in the blank preceding each program used by your school/district during the 1991-1992 school year.

ETV STAFF DEVELOPMENT OFFERINGS 1991-1992

ational Issues

- 8% Teacher to Teacher:
  - 4% Effective Approaches to Adolescent Substance Abuse
  - 8% Integrating Research on Learning Strategies into the Classroom
- 6% Building Comprehensive Alcohol and Other Drug Abuse Programs
- 18% Building Self-Esteem among Teachers and Students
- 14% Dealing with Students "At Risk"
- 4% Identifying and Programming for Talented Minorities
- 4% Exploring Middle School Curriculum Options
- 2% Educational Technology and Interactive Strategies
- 10% American's Shame, America's Hope (Dropouts)
- 20% Classroom Management
- 20% The Effective Teacher

History

- 4% Teacher to Teacher: History
  - 4% Teaching American History in Secondary Schools
  - 2% Teaching World Civilization in Secondary Schools
  - 0% Teaching American Government in Secondary Schools

Science

- 4% Energy/Environment: The Critical Connection
- 8% Teacher to Teacher: Life Sciences
  - 8% Plant Science
  - 4% Chicken Embryo Culture
- 6% Teacher to Teacher: Earth Sciences - Geology
  - 4% The Dynamic Earth
  - 4% The Evolution of the Earth
  - 6% National Resources of the Earth
  - 2% Geology and Environments
- 12% Science Concepts for Young Children

Art Education

- 2% Discipline-Based Art Education Workshops
- 6% The Arts: Integration Across the Curriculum

Technology Education

- 0% Technology Education

Math

- 4% Teacher to Teacher: Mathematics
  - 2% Spirograph Mathematics
  - 2% What Good is a Square Wheel?
  - 4% Mathematical Modeling
  - 0% Chaotic Dynamatical Systems
- 6% Computer Interaction in Secondary Math

Language

- 100% Culture in the Foreign Language Classroom

English

- 2% Teacher to Teacher: English
  - 4% Shakespeare's Life in His Works
  - 2% Science Fiction in Literature
  - 2% Humor and Mark Twain
  - 2% Work Origins in America
- 6% English Composition: Teaching Writing

/Bilingual Education for Teachers and Administrators

- 2% ESL/Bilingual Education for Teachers and Administrators

8. Using the following list, place an "X" in the blank preceding each program used by your school/district during the 1992-1993 school year.

ETV STAFF DEVELOPMENT OFFERINGS 1992-1993

Staff Development

6% David's Legacy: TV Cart Safety
12% Dealing with Social Problems in the Classroom
6% Education: The Way Up
10% How to Talk so Kids Will Listen
2% ITV: FYI
8% Mathematics In-Service
18% Teaching for Thinking: Creativity in the Classroom
4% Teletalk
0% The 25" Tutor - Teaching with Television
2% Your Choice ... Our Chance

1B. STAFF DEVELOPMENT PROGRAMS CONDUCTED IN YOUR DISTRICT IN THE LAST TWO YEARS WHICH USED TELEVISION LIVE BROADCAST OR TAPES TO PRESENT THE PROGRAM.

Cooperative Learning and Assertive Discipline. (04)

Nasa - Oklahoma University Science. (05)

Classroom Management Series. (14)

The Effective Teacher, Teaching for Thinking, Education: The Way Up, and Dealing With Social Problems in the Classroom. (23)

Classroom Management and Dealing With Social Problems. (27)

Computer Break and Social Issues in the Classroom. (32)

Effective School tapes. (36)

Science and Safety (David's Legacy). (41)

The tapes were not ITV tapes. (42)

Food services. (43)

Sacs and Add tapes. (44)

Multiple Subjects - TI-IN Subscriber. (46)

Learning Styles, Behavior Control, & Instructional Models. (48)

NBC Special of Drugs & Crime, and also another video on Teenage Drug Abuse. (These were shown under the direction of our previous staff development coordinator). (49)

TI-IN programs. (50)

1D. TOPICS OF STAFF DEVELOPMENT PROGRAMS CONDUCTED IN YOUR DISTRICT IN THE LAST TWO YEARS WHICH USED TELEVISION LIVE BROADCAST OR TAPES TO PRESENT THE PROGRAM.

Learning strategies (cooperative education, learning styles). Integration of curriculum discipline. (02)

Learning styles & technology in the classrooms. (04)

Science. (05)

Learning styles, hands-on math and science procedures. (06)

Discipline, teaching methods. (07)

Dealing with individual differences, and time management. (09)

Motivation of students and school/family communication. (16)

Live teleconferences - update on changes taking place in curriculum and subject area workshops. (17)

Teaching techniques, using TV as an integral part of a teaching program. (18)

Discipline. (20)

Student Motivation, Stress Management, Methods of Raising Self Esteem, Drug Awareness, Study Skills, Teen Pregnancy, First Aid, Conflict Resolution, Interpersonal Awareness, Cultural Awareness, collaborative Learning Strategies, Learning Styles. (23)

Restructuring, Teaching to Learning Styles, Team Building, and Middle Schools. (25)

Classroom Management - Setting the tone and social problems - assertive discipline in action. (27)

Curriculum. (28)

ADD/ADHD - Section 504 (29)

Discipline, classroom management, cooperative learning, dyslexia. (30)

Parenting and effective teaching method. (31)

Computers/social issues. (32)

Teacher motivation and discipline. (33)

Motivation, learning styles, higher level thinking skills. (34)

Reading or improving student reading scores. (36)

Authentic Assessment and Cooperative Learning. (38)

Stress Management, Tech Prep, and Learning Styles. (39)

Discipline, motivation, teaching methods, specialty areas. (42)

Open to topics. (43)

Classroom management and whole language. (45)

Topics are selected through staff development needs assessment. Information not available at this time. (50)

4B. TOPICS DISCUSSED ON LIVE, INTERACTIVE TELETALK PROGRAMS WATCHED THIS YEAR.

The Arts. (10)

Gifted programs. (14)

Mississippi Geographic Alliance - Social Studies Curriculum Copyright Law. (I used information from these programs in Staff Development sessions). (23)

Shakespeare, America's Dropouts, Effective Teacher. (38)

Teacher Training/Competencies USM. (42)

4C. WHAT TOPICS WOULD YOU LIKE TO SEE DISCUSSED ON TELETALKS IN THE FUTURE?

Outcome based education and alternative assessment. (03)

Discipline. (04)

Innovative programs which have proved to be successful. (14)

Whole language, social problems (drugs and alcohol), health related issues, curriculum areas (cooperative teaching). (15)

Live teleconferences - update on changes taking place in curriculum and subject area workshops. (17)

Integrating TV in the classroom. (18)

Integration of academic and vocational education. (20)

Motivating "At Risk" Students, Combating Teen Pregnancy/Dropouts, Violence in School/Conflict Resolution, Miss. Health Curriculum, Learning Styles, Alternative School Programs, Collaborative Learning Techniques. (23)

Chapter 1 Program Improvement and Alternate Assessments. (25)

Role of Media in Education, Thinking Skills, Learning Styles, Unit Teaching. (28)

Current events that affect us. (37)

Disciplinary measures. (47)

Student Management, School Safety, Alternative Education, Juvenile Delinquent Education. (49)

TOP 15 ETV STAFF DEVELOPMENT PROGRAMS

1991-1992

1. Culture in the Foreign Language Classroom
2. Classroom Management
2. The Effective Teacher
4. Building Self-Esteem among Teachers and Students
5. Dealing with Students "At Risk"
6. Science Concepts for Young Children
7. America's Shame, America's Hope (Dropouts)
8. Teacher to Teacher
8. Integrating Research on Learning Strategies into the Classroom
9. Building Comprehensive Alcohol and Other Drug Abuse Programs
9. Teacher to Teacher: Earth Sciences - Geology
9. National Resources of the Earth
9. The Arts: Integration Across the Curriculum
9. Computer Interaction in Secondary Math
9. English Composition: Teaching Writing

NOTE: Multiple numbers indicate a tie for that position.

RANK ORDER OF ETV STAFF DEVELOPMENT PROGRAMS USED

1992-1993

1. Teaching for Thinking: Creativity in the Classroom
2. Dealing with Social Problems in the Classroom
3. How to Talk so Kids Will Listen
4. Mathematics In-Service
5. David's Legacy: TV Cart Safely
5. Education: The Way Up
7. Teletalk
8. Your Choice . . . Our Chance
9. The 25" Tutor - Teaching with Television

NOTE: Multiple numbers indicate a tie for that position.

STAFF DEVELOPMENT COORDINATORS SURVEY

PRESENTATION AND ANALYSIS OF DATA

SURVEY PARTICIPANTS

The Staff Development Coordinators Survey was mailed to 66 Staff Development Coordinators during April, 1993. By June, 1993, 50 coordinators had returned the survey for a response rate of 75.6%. These respondents had a mean of 3.478 years experience as the Staff Development Coordinator.

Only three (3) or 6% of the Staff Development Coordinators did not indicate that they held other responsibilities by not responding. The other positions and responsibilities required of the majority of the coordinators varied greatly, but the three highest categories are Principal (10 or 20%), Test Coordinator (9 or 18%), and Director of Curriculum (8 or 16%). The complete list of additional responsibilities is recorded in Table 1.

TELEVISION USAGE BY STAFF DEVELOPMENT COORDINATORS

When asked if television was used as a "live" broadcast or as taped broadcast to present the information in a staff development program, 22 or 44%, said **YES**, they had used television in this manner; 25 or 50%, said **NO**, they had not used television in this manner, and three (3) or 6% had no response. Some of the programs mentioned by the 44% who had used television in their staff development programs were the programs from the TI-IN network, the

TABLE 1

ADDITIONAL POSITIONS HELD BY STAFF DEVELOPMENT COORDINATORS

Position	Number	Percent
Principal	10	20%
Test Coordinator	9	18%
Director of Curriculum	8	16%
Assistant Superintendent	5	10%
Federal Programs Director	2	4%
Transportation Supervisor	2	4%
Assistant Principal	1	2%
Classroom Teacher	1	2%
Director of Instruction	1	2%
Director of Special Education	1	2%
District Library Specialist	1	2%
Early Childhood Director	1	2%
Reading Supervisor	1	2%
Special Projects Director	1	2%
Superintendent	1	2%
Support Services Director	1	2%
Vocational Director	1	2%
No response	3	6%
Totals	50	100%

Classroom Management series, and The Effective Teacher. The complete list is added to the presentation of the tabulated data results of the survey.

Those Staff Development Coordinators who had responded **NO** were asked if they would be interested in using television in this way and, if so, what types of programs did they need. From the non-users of television, 32 or 64% said they would be interested in using television, one (1) or 2% said, **MAYBE**; three (3) or 6% said, **NO**; and 14 or 28% did not respond. Among the topics of interest indicated were learning styles, teaching styles, motivation, discipline, and live teleconferences related to curriculum. A complete list of the topics indicated is included in the presentation of the tabulated data results of the survey.

Staff Development Coordinators reported that they were very interested in using the "live" workshop programs that could be presented by MS ETV personnel. Thirty-four or 68% responded, **YES**; only nine (9) or 18% responded, **NO**; and seven (7) or 14% had no response. Nine (9) available "live" workshop programs were listed. Computer Training was requested by 24 or 48% of the respondents; Visual Learning Theory was requested by 23 or 46%; and Subject-Specific Utilization of ITV was requested by 21 or 42%. A rank order of the programs requested is presented in Table 2.

TABLE 2

INTEREST IN LIVE ETV WORKSHOPS FOR STAFF DEVELOPMENT PROGRAMS

Program	Number	Percent
Computer Training	24	48%
Visual Learning Theory	23	46%
Subject-Specific Utilization of ITV	21	42%
Lesson Planning with ITV	18	36%
Multimedia	13	26%
Video Disc Technology	12	24%
Copyright Questions and Answers	10	20%
Getting Started in Distance Education	7	14%
Other (not specified)	4	8%
"Repurposing" Videodisc Using Authoring Tools	2	4%

Note: The number does not add up to 50, and the percentages do not add up to 100% because respondents were allowed multiple choices.

Most Staff Development Coordinators, 27 or 54%, indicated that an in-person workshop setting in the district was the most convenient way to conduct staff development workshops. Twenty (20) or 40% said taped televised broadcast was the most convenient method. Three (3) or 6% gave no response to this question. Most coordinators (29 or 58%) did not comment about the time of day of preferred for the live broadcast or about the day of the week preferred for the broadcast. Of those who did respond, 14 or 28% indicated that the broadcast should be after school; six (6) or 12% indicated afternoons; and only one (1) or 2% indicated mornings. Tuesday was the most popular day indicated by 10 or 20%; Wednesday was indicated by seven (7) or 14%; Thursday by three (3) or 6%; and Monday by one(1) or 2%.

TELETALK

Coordinators were asked if they had watched any of the live, interactive Teletalk programs during the 1992-93 school year. Only eight (8) or 16% had watched Teletalk. Thirty-nine (39) or 78% had not watched the show; three (3) or 6% did not respond to the question. Those who had seen the show had viewed the topics of the arts, gifted programs, Mississippi Geographic Alliance, social studies curriculum, copyright law, Shakespeare, America's dropouts, the effective teacher, and the teacher training competencies produced with the University of Southern Mississippi. It should be noted that not all of the topics that the respondents listed were topics presented in a Teletalk show.

When asked what they would like as topics for future Teletalk shows, Staff Development Coordinators offered several suggestions including "at risk" students, the role of media in education, thinking skills, alternative education, the integration of academic and vocational education, Chapter 1, and integrating television in the classroom. The complete list of topics is included in the survey data presentation.

The best time for Teletalk to be broadcast for the most participation is Wednesday (14 or 28%) after school (20 or 40%). Eight (8) or 16% selected Tuesday; five (5) or 10% selected Monday; three (3) or 6% selected Thursday; and two (2) or 4% selected Friday. Morning and afternoon both were indicated by six (6) or 12% each. Eighteen (18) or 36% of the coordinators did not indicate a day of the week or a time of day for the broadcast.

PARTICIPATION IN SELECTION OF STAFF DEVELOPMENT PROGRAMS

When asked if they would be willing to participate in the selection of new staff development programming to be used on ETV, 21 or 42% said, **NO**; 19 or 38% said, **YES**; and 10 or 20% did not respond. They were specifically asked how their input could be enlisted to help in the selection of new, nationally available staff development programming. From the list provided, 18 or 36% said to send them printed material to review; six (6) or 12% said to provide preview opportunities via scheduled broadcasts; 12 or 24% said to schedule state-wide meetings; five (5) or 10% said that other ways should be utilized, and nine (9) or 18% had no response. Specific other ways were not given.

USE OF PREVIOUSLY BROADCAST STAFF DEVELOPMENT PROGRAMS

Staff Development Coordinators were supplied with a list of the 43 staff development programs that were available during the 1991-92 school year and were asked to indicate which of the programs had been used. From the responses given, very few programs had been used to any great extent. Most of those used were under the category of Educational Issues. The programs most used were The Effective Teacher, Classroom Management, Building Self-Esteem among Teachers and Students, and Dealing with Students "At Risk." A complete list of these responses is included in the presentation of the survey data.

A similar question asked of the Staff Development Coordinators was to indicate which programs they had used during the 1992-93 school year. Only 10 programs were available, but, again, very few programs were used. The three (3) most used programs were Teaching for Thinking: Creativity in the Classroom, Dealing with Social Problems in the Classroom, and How to Talk so Kids Will Listen. A complete list of these responses is included in the presentation of the survey data.

RECOMMENDATIONS

-ETV Utilization Specialists need to be in the school districts conducting staff development programs on the topics indicated.

-More emphasis should be given to publicizing the programs and services offered to school districts by Mississippi ETV.

-Live broadcasts for staff development should be aired after school on Tuesdays on the topics indicated, but most staff development coordinators stated that taped programs were best.

-Teletalk and other programs such as ITV:FYI should be broadcast on Wednesdays after school to be used by staff development coordinators.

-Mississippi ETV should involve Staff Development Coordinators more in determining programs to be offered.

Based on the responses from 50 Staff Development Coordinators, almost 70% of the coordinators are interested in having ETV personnel conduct "live" workshops for the staff development training. This response indicates a strong need for ETV/ITV Utilization Specialists and other ETV personnel to have more direct, face-to-face contact with school faculty and staff. Adequate staff and time should be provided to meet these needs of ETV's major customer, the schools. All of the live workshop programs are basically designed to enhance the users' expertise in the techniques and design of the programs and services available from Mississippi ETV. The high response to these topics seems to indicate that the users lack knowledge and understanding regarding the programs and services. These requests help to support earlier observations from Educational Planners and Evaluators that Mississippi ETV is "the best kept secret."

Also indicated by the 50 Staff Development Coordinators is that slightly less than half of them are using television as the broadcast medium for staff development programs, but almost two-thirds of the non-users are interested in using television in this way in the future, provided the programming and the schedule are appropriate. Programs that have been available in the past are not being used. The responses indicate that attention should be given to securing quality programs to meet their needs in the most requested area of general educational issues. The locally produced staff development programs of ITV:FYI and Teletalk should be reviewed regarding the scheduling, effort, and expense involved in the programs since both programs received an extremely low rate of use by school districts.

CURRICULUM COORDINATOR QUESTIONNAIRE

School: ____________________

Number of years you have been Curriculum Coordinator: __________

If you hold an additional position in the district, please provide title: ____________________

1. In Column I, name the Mississippi Educational Television programs most often used by teachers to implement the curriculum in the classroom. In Column II, indicate the subject area(s) for which the programs are used. In Column III, from the following list choose from A to F the reasons that the programs are used.

   A. to vary teaching methods
   B. to actually teach a concept or lesson
   C. to provide reinforcement for a concept or lesson
   D. for remediation
   E. for enrichment or extension of the lesson
   F. for entertainment

I	II	III

2. Please rank in priority order the method of program delivery you prefer: (1 = Highest, 8 = Lowest)

______ a. Broadcast during the day, on program per week (traditional)
______ b. Use tapes bought from ETV
______ c. Broadcast in two-hour block feed for taping during school day (elementary) -- Suggested time: ________
______ d. Broadcast in two-hour block feed for taping during school day (secondary) -- Suggested time: ________
______ e. Broadcast in block feed periods for taping between midnight and 6:00 a.m.* -- *If you marked "d", please check one of the following: _____ 2-hour block preferred; _____ 4-hour block preferred; _____ 6-hour block preferred
______ f. Mix of both traditional feed and block feed
______ g. Use of special request block feeds -- When?________
______ h. Other: ____

3. Rank in priority order the most effective ways for Mississippi ETV to learn about your needs. (1 = Most Effective; 9 = Least Effective)

______ a. State ITV Advisory Council meeting (held in Jackson)
______ b. Regional ITV Advisory Committee meetings (held in 5 areas of the state)
______ c. TeleTalks
______ d. LAMP tour (held in Fall for Media Specialists)
______ e. Annual needs assessments/surveys
______ f. Schools visitation by an ETV/ITV Consultant
______ g. ITV Representatives Round-up
______ h. On-site ETV Staff Development Workshop
______ i. Other: ____

4. How can ETV solicit your input in the selection of new programming available nationally? (Check all that apply)

______ a. Send printed material for review
______ b. Provide preview opportunities via schedule broadcasts
______ c. Conduct state-wide meetings
______ d. Other: ____

5. Is the curriculum correlation section in the ITV Resource Catalog helpful to you? (YES) or (NO)

to your teachers? (YES) or (NO)

6. Are you interested in staff development workshops provided by ETV? (YES) or (NO)

If yes, which of the following topics would be of interest to you in the future? (Check all that apply)

______ a. Lesson planning with ITV
______ b. Subject-specific utilization of ITV
______ c. Visual learning theory
______ d. Copyright questions and answers
______ e. Video disc technology
______ f. Computer training
______ g. Multimedia
______ h. Getting started in distance education
______ i. "Repurposing" video discs using authoring tools
______ j. Other: ______________________________

7. Would you like to have access to an ETV electronic bulletin board? (Each school would have to have a microcomputer of any kind and a modem.) (YES) or (NO)

8. A new national computer-based information system allows teachers and librarians to correlate educational television programs (and even segments within programs) to subject matter areas and to instructional goals within those areas. The system could also contain Mississippi ETV's complete broadcast schedule, detailed descriptions of individual programs, off-air record rights information, and ancillary print material information. Each participating school would need a microcomputer (any kind) and a modem.

a) Would you like to have access to an information system like the one described above? (YES) or (NO)

b) If such a system were available do you think teachers in your district would use it? (YES) or (NO)

c) Would your district be willing to pay a subscription fee to belong to this system? (YES) or (NO)

In order to answer **question 9.**, please review the current daytime ITV/Distance Learning broadcast schedule of Mississippi ETV shown to the right.

ITV/Distance Learning Week•At•A•Glance

<table>
<tr><th></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td>6:00 a.m.</td><td>GED</td><td>FARMWEEK</td><td colspan="3">LEARN TO READ</td></tr>
<tr><td>6:30</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>6:45</td><td colspan="5">AM WEATHER</td></tr>
<tr><td>7:00
7:30</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>8:00
8:30</td><td>IN SCHOOL EARLY CHILDHOOD</td><td colspan="3">DISTANCE LEARNING CLASS WORLD GEOGRAPHY – HONORS</td><td>IN SCHOOL EARLY CHILDHOOD</td></tr>
<tr><td>9:00</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>9:15
9:30</td><td>ITV-FYI</td><td colspan="3">DISTANCE LEARNING CLASS - SCIENCE 7</td><td>ITV-FYI</td></tr>
<tr><td>9:45
10:00
10:30</td><td>Elementary Block Feeds</td><td colspan="3">ELEMENTARY ITV PROGRAMMING</td><td>Elementary Block Feeds</td></tr>
<tr><td>11:00</td><td colspan="5">LAMBCHOP'S PLAYALONG</td></tr>
<tr><td>11:30
12:00</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>12:30 p.m.</td><td colspan="3">GED</td><td colspan="2">LEARN TO READ</td></tr>
<tr><td>1:00
1:30</td><td>DISTANCE LEARNING JAPANESE</td><td>STAFF DEVELOPMENT</td><td>DISTANCE LEARNING JAPANESE</td><td>STAFF DEVELOPMENT</td><td>DISTANCE LEARNING JAPANESE</td></tr>
<tr><td>2:00</td><td colspan="2">FRENCH IN ACTION</td><td>TELETALK</td><td colspan="2">FRENCH IN ACTION</td></tr>
<tr><td>2:30</td><td colspan="2">READING RAINBOW</td><td></td><td colspan="2">READING RAINBOW</td></tr>
<tr><td>3:00</td><td colspan="2">SQUARE ONE</td><td>ITV SPECIAL</td><td colspan="2">SQUARE ONE</td></tr>
<tr><td>3:30</td><td colspan="5">BARNEY & FRIENDS</td></tr>
<tr><td>4:00</td><td colspan="5">MR. ROGERS</td></tr>
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5:00</td><td colspan="5">SESAME STREET</td></tr>
<tr><td>5:30
6:00</td><td colspan="5">WHERE IN THE WORLD IS CARMEN SANDIEGO</td></tr>
</table>

9a.

In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate.

9b.

In **Section II** of the matrix below, place a check in one of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program.

	SECTION I	SECTION II (Check only ONE Column)		
PROGRAM	Scheduled Broadcast Time Is Appropriate	Amount of Broadcast Time Is Appropriate	More Broadcast Time Is Needed	Less Broadcast Time Is Needed
1. GED	1.	1.	1.	1.
2. Farmweek	2.	2.	2.	2.
3. Learn to Read	3.	3.	3.	3.
4. CNN Newsroom	4.	4.	4.	4.
5. AM Weather	5.	5.	5.	5.
6. Sesame Street	6.	6.	6.	6.
7. In School Early Childhood	7.	7.	7.	7.
8. World Geography--Honors	8.	8.	8.	8.
9. ITV-FYI	9.	9.	9.	9.
10. Science-7	10.	10.	10.	10.
11. Elementary Block Feed	11.	11.	11.	11.
12. Elementary ITV Programming	12.	12.	12.	12.
13. Lamb Chop's Play Along	13.	13.	13.	13.
14. Japanese	14.	14.	14.	14.
15. Staff Development	15.	15.	15.	15.
16. French in Action	16.	16.	16.	16.
17. TeleTalk	17.	17.	17.	17.
18. Reading Rainbow	18.	18.	18.	18.
19. Square One	19.	19.	19.	19.
20. ITV Special	20.	20.	20.	20.
21. Barney & Friends	21.	21.	21.	21.
22. Mr. Rogers	22.	22.	22.	22.
23. Where . . . is Carmen SanDiego	23.	23.	23.	23.

9c. The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your school.

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Art				
The Art Chest (1-2)				
The Art Maker (4-6)				
Art of the Western World (10-12)				
Images & Things (5-8)				
Career Education				
ACTion Challenge: Doing Your Best on the ACT (9-12)				
Bread & Butterflies (4-6)				
It's Your Future (10-12)				
Economics and Consumer Education				
Economics USA (10-12)				
Give & Take (7-9)				
Pennywise (1-3)				
Trade-Offs (4-7)				
Understanding Taxes (10-12)				
Foreign Language				
Amigos (K-2)				
French in Action (10-12)				
Parlez-Moi I (9-12)				
Health				
All About You (1-2)				
The Body Works (4-6)				
Cincinnati Bones and the Treasure of Health (1-6)				
The Clyde Frog Show (1-3)				
Eat Well, Be Well (1-4)				
Growing Up, Growing Older (5-6)				
Inside/Out (3-5)				
The Inside Story with Slim Goodbody (3-5)				
Just for Me (2-4)				
Soup-to-Nuts (7-9)				
Your Choice . . . Our Chance (5-6)				
Language Arts/Communication Skills				
Cursive Handwriting (2-3)				
Edit Point (9-12)				
Elementary Language Skills (3-5)				
The Letter People 1 (1-3)				
The Letter People 2 (1-3)				
The Magic Place (K)				
The Survivor's Guide to Learning (9-12)				
Thinkabout (5-6)				
Tomes & Talismans Library Venture (5-7)				
Wordscape (4-6)				
The Write Channel (2-4)				
Write On! (7-12)				
Zebra Wings (4-9)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Language Arts/Reading & Literature				
Gather 'Round (1-3)				
Postscripts (11)				
Read All About It! (4-6)				
Shakespeare in Perspective (9-12)				
The Short Story (10-12)				
Short Story Classics (9-12)				
The Wild World Series (1-3)				
Life Skills				
The GED-TV Series (9-12)				
Just Around the Corner I (10-12)				
Just Around the Corner II (10-12)				
Mathematics				
The Challenge of the Unknown (4-12)				
Concepts in Mathematics (10-12)				
Figure Out (4-6)				
For All Practical Purposes (10-12)				
Futures (7-12)				
Math Cycle (2-3)				
Math Factory (1-2)				
Math Patrol (2-3)				
Math Works (5)				
The Metric System (4-9)				
The Power of Algebra (8-9)				
Music				
Mrs. Cabobble's Caboose (K-3)				
Music and Me (4-6)				
World's Largest Concert (K-12)				
Safety				
About Safety (1-6)				
Civil Defense (1-12)				
Driving Tactics (9-12)				
McGruff the Crime Dog Series (1-6)				
Smoke Detectives (K-6)				
Science				
About Science (6-9)				
The "All About" Series (4-5)				
The Animal Families Series (4)				
Bioscope (4-7)				
Concepts in Science: Biology (10-12)				
Concepts in Science: Chemistry (10-12)				
Concepts in Science: Physics (10-12)				
Dinosaur (7-12)				
First Films on Science (3-6)				
A Home for Pearl (1-6)				
It's Chemical (7-12)				
No Time to Waste (K-6)				
The Outside Story with Slim Goodbody (3-5)				
Physics Demonstrations (9-12)				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Science (Continued)				
Sci-Fair (6-9)				
Starfinder (7-12)				
Take a Look (1-2)				
3-2-1 Classroom Contact (4-6)				
Weather Matrix (7-9)				
Social Studies				
About Mississippi (1-12)				
America Past (7-9)				
American Legacy (5-6)				
The Ancient Romans (7-12)				
BB's Cover the Globe (1-4)				
CNN Newsroom (5-12)				
Equal Justice Under Law (10-12)				
Finding Our Way (4-7)				
Geography in U.S. History (10-12)				
Gettin' to Know Me (4-6)				
Global Geography (6-9)				
Holiday Specials (K-6)				
Jefferson's Poplar Forest (7-12)				
Juba (2-6)				
The Life of George Washington (4-12)				
Minorities and the Constitution (7-12)				
Mississippi: Today and Tomorrow (7-9)				
Spaceship Earth (9-12)				
Spirit of the Land (10-12)				
Taxes in U.S. History (5-9)				
Twentieth Century History (11-12)				
Under the Blue Umbrella (1-3)				
The U.S. Constitution (10-12)				
Where in the World (3-6)				
You've Got That Right! (9-12)				
Vocational-Technical Education				
Basic Electricity: Direct Current (9-12)				
Construction Technology Series (7-12)				
Safety Gear Series (7-12)				
Staff Development				
David's Legacy: TV Cart Safety				
Dealing with Social Problems in the Classroom				
Education: The Way Up				
How to Talk So Kids Will Listen				
ITV: FYI				
Just for Me				
Mathematics In-Service				
Teaching for Thinking: Creativity in the Classroom				
TeleTalk				
The 25" Tutor–Teaching with Television				
Your Choice . . . Our Chance				

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
Additional Programming				
ARTifacts (Ages12- Adult)				
Barney & Friends (Ages 2-5)				
CNN Newsroom (Ages 12-Adult)				
Club Connect (Ages 12-Adult)				
Ghostwriters (Ages 6-11)				
Great Performances (Ages 12-Adult)				
The Infinite Voyage (Ages 12-Adult)				
Lamb Chop's Play Along (Ages 2-5)				
Long Ago & Far Away (Ages 2-5)				
The MacNeil/Lehrer NewsHour (Ages 12- Adult)				
Mississippi Masters (Ages 12- Adult)				
Mississippi Outdoors (Ages 12-Adult)				
Mississippi Roads (Ages 12-Adult)				
Mister Rogers' Neighborhood (Ages 2-5)				
NOVA (Ages 12-Adult)				
National Georgraphic Specials (Ages 12-Adult)				
Nature (Ages 12-Adult)				
The New Explorers (Ages 6-11)				
Reading Rainbow (Ages 6-11)				
Sesame Street (Ages 2-5)				
Shining Time Station (Ages 2-5)				
Square One TV (Ages 6-11)				
Star Hustler (Ages 12-Adult)				
Travels (Ages 12-Adult)				
Wonderworks (Ages 6-Adult)				

10. If copyright and costs allow, which additional series would you like to see added or returned to the schedule?

11. Please provide any comments you would like to make.

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

April 26, 1993

Dear Administrator;

Mississippi ETV has commissioned Educational Planners and Evaluators of Monroe, Louisiana to conduct an ITV utilization study in Mississippi. We are surveying several populations of users including post-graduate training administrators. Your responses to this questionnaire will be very valuable to Mississippi ETV as they schedule their programming for 1993-94. Please take a few minutes to complete the survey and return it in the enclosed envelope to EPE in Monroe.

Thank you for your assistance.

Sincerely,

Bob N. Cage

Bob N. Cage
Project Director

POST-GRADUATE TRAINING DIRECTORS

(name of company)

(name of person completing survey)

(title of person completing survey)

1. Does your business/school use MS ETV in any way in providing public relations information? (YES) or (NO)
   If yes, how?

2. Does your business/school use MS ETV in any way in providing training to your employees? (YES) or (NO)
   If yes, how?

3. Is the staff development programming offered for (CREDIT) or for (NON-CREDIT)?

4. Are these programs shown at the time they are broadcast, or do you tape them for use at another time?

5. What is the best time for the programs you use to be aired?

6. If you prefer to tape programs as they are aired, would you rather have the program block fed, that is, two or three hours at a time?

7. If you prefer block feed, do you prefer block feeds during the day or would you prefer block feeds at low use times such as between midnight and 6 a.m.?

8. What are other programs you would like to see broadcast on ETV?

9. Do you know about the tape duplication service at MS ETV? (YES) or (NO)
   If yes, have you used this service? (YES) or (NO)

10. Do you use any of the other support services provided by ETV? (YES) or (NO)
    If yes, which ones?

11. How might MS ETV improve or expand its services to meet your needs better?

12. Does your business/school offer any programming on television? (YES) or (NO)
If yes, on which station?

If yes, what program(s) do you offer?

What is the purpose and focus of your program(s)?

13. From what other sources do you provide broadcast television programs or taped programs to your employees/students?
What are the topics of these programs?

14. Do you have up-link and/or down-link satellite facilities at your agency? (YES) or (NO)

If yes, how do you use these facilities?

If no, do you plan to add these facilities?

15. Do you produce any of your own programs? (YES) or (NO)
If yes, on what topics?

16. Do you provide live or taped satellite seminars? (YES) or (NO)
If yes, on what topics?

If yes, how often do you offer these programs?

17. What future plans do you have to use telecommunications in your training programs?

18. Please add any questions or comments?

Thank you for your time. This information will help MS ETV make decisions concerning their programs and services that will better help them meet the needs of all Mississippians.

POST-GRADUATE TRAINING DIRECTORS
SURVEY RESULTS

In March, 1993 forty surveys were mailed to Post-graduate training directors in the state. From that number 12 forms were completed and returned to Educational Planners and Evaluators. The 12 responses came from the following businesses and agencies:

1. MMI Hotel Group
2. Vocational Rehabilitation
3. International Paper - South Central Region
4. Southern Christian Services for Children and Youth
5. Hinds Community College
6. Armstrong World Ind, Inc.
7. Southern Farm Bureau Life Insurance Company
8. Hinds County Economic Development District
9. Rankin County Economic Development District
10. Mississippi Department of Human Services - Division of Youth Services
11. Trustmark National Bank
12. Sanderson Farms, Inc.

When asked "Does your business/shool use Mississippi ETV in any way in providing public relations information?", ten responded "no" and two said "yes." Southern Christian Services said they promoted their statewide summer conference on ETV. International Paper - South Central Region, which is a co-sponsor of Mississippi Outdoors uses the films for hunting programs shown to people who hunt in their timber lands.

When asked "Does your business/school use Mississippi ETV in any way in providing training to your employees?", 11 said "no." Vocational Rehabilitation was the only respondee who said, "yes." They use a satellite feed from the ETV station for their employees.

One business, International Paper, said that they offer programming over KNOE-TV in Monroe, LA. They provide public services information regarding their company and industry. The MMI Hotel Group said they knew about the tape distribution service at MAET; however, they did not use it. Hinds Community College prefers block feeds at low use times. They have a down-link at their campus and used it for the recent Deming Videoconference.

Sanderson Farms would like to see programs dealing with management effectiveness, TQM, conflict resolution, Tom Peters Excellence Series and anything by Steven Covey. They would also like MAET to satellite conferences to their seven locations in the state. Sanderson Farms produces several of their own programs including topics on safety, pre-employment orientation, and on the number and types of jobs available in the organization. They expressed interest in talking to Mississippi ETV about future possibilities of using ETV.

Rankin County Economic Development District would like to see more economic development related programming. Several of their employees have participated in teleconferences that were held at the ETV site. They would like to receive a schedule/menu of services and programming from ETV. The Mississippi Department of Human Services - Division of Youth Services would like to offer the American Correctional Association courses for staff training and programming developed for secondary education. They would also like to receive information on how to purchase or borrow videotape programs on a variety of subjects.

A summary of these responses suggest that the majority of private businesses do not use ETV but would like to talk to someone about possibilities in the future. Those agencies which have used the services were well satisfied.

EARLY CHILDHOOD QUESTIONNAIRE

School/Center_______________________________________

City_______________________ County_______________

Private Day Care_____ Head Start Center_____ Public School_____

Age groups of children: (circle all that apply)
(Less than1 year) (1-2 years) (3-4 years) (5-6 years) (7-8 years)

---

1. Do you have access to a television in your teaching area? YES NO
2. Do you have access to a VCR player/recorder for taping purposes?
   YES NO
3. Do you tape programs "off air" for instructional use? YES NO
   a) If YES, approximately how many programs a week?______
4. If you are not using educational television regularly, why not?
   ___ a. Do not know about available programs.
   ___ b. Have other resources that I use to teach.
   ___ c. Do not have time to show "television".
   ___ d. Do not know when programs are on.
   ___ e. Do not have equipment.
   ___ f. Other:_______________________________
5. If you use instructional television, - how do you USUALLY acquire instructional television programs?
   ____ a. Use at time of broadcast
   ____ b. Off- air broadcast taped *from ETV* for later use.
   ____ c. Off- air broadcast taped *from other channels* for later use.
   ____ d. Tape(s) purchased from ETV
   ____ e. Tape(s) purchased from commercial sources. (example: Sesame Street, Barney, National Geographic)
   ____ f. Other:___________________________________
6. How do you learn about or select video programs for your instructional use?
   ____ a. ITV Resource Guide
   ____ b. Mississippi ETV Times (primetime/weekend)
   ____ c. Daily newspaper
   ____ d. Know when programs are usually on air.
   ____ e. Other:______________________________________

7. Which of the following best describes your use of ITV in the classroom?
- __ a. Use entire series of programs
- __ b. Use selected programs from a series
- __ c. Use programs for enrichment only
- __ d. Use programs when children first come in the room, while taking roll, etc.
- __ e. Use programs as a reward.
- __ f. Other:______________________________________

8. Are you interested in a workshop provided by Mississippi ETV?
YES NO

8.a If yes, which of the following topics would be of interest to you in the future? Check all that apply:
- ___ a. Lesson planning with ITV
- ___ b. Subject specific utilization of ITV
- ___ c. Resources available from Mississippi ETV
- ___ d. Other:____

9. If you use instructional programming from MS ETV , have you found the programs to be:
- ___ a. Very effective
- ___ b. Moderately effective
- ___ c. Neither effective nor ineffective
- ___ d. Relatively ineffective
- ___ e. Not effective at all

10. If a full day of educational televison for early childhood were available to you, would you use it? YES NO

10a. How many hours per day would you use? _______

11. Have you watched or do you know about The Magic Place, an early childhood program produced by ETV? YES NO

If YES, any comments on how you are using it? Does it meet your needs? Would you like to see more programs of this type?

12. Are there other topics you need that could be provided by Mississippi ETV?

13. Are you familiar with the ETV service that sells duplicated video tapes of current instructional programming? YES NO

If yes, have you used this service? YES NO

14. Using the current daytime schedule provided, please answer the following questions :

14a. In **Section I** of the matrix below, place a check for each program listed for which you think the **scheduled broadcast time** during the day is appropriate. (i.e. if you agree that 6:00 a.m. is a good time to air GED)

14b. In **Section II** of the matrix below, place a check in *one* of the three columns to indicate your opinion about the **amount of broadcast time** provided for each program

ITV/Distance Learning Week•At•A•Glance

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8:30</td><td>IN SCHOOL EARLY CHILDHOOD</td><td colspan="3">DISTANCE LEARNING CLASS
WORLD GEOGRAPHY – HONORS</td><td>IN SCHOOL EARLY CHILDHOOD</td></tr>
<tr><td>9:00</td><td colspan="5">CNN NEWSROOM - MIDDLE AND HIGH SCHOOL</td></tr>
<tr><td>9:15</td><td>ITV-FYI</td><td colspan="3">DISTANCE LEARNING CLASS - *SCIENCE 7*</td><td>ITV-FYI</td></tr>
<tr><td>9:30
9:45
10:00
10:30</td><td>Elementary Block Feeds</td><td colspan="3">ELEMENTARY ITV PROGRAMMING</td><td>Elementary Block Feeds</td></tr>
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12:00</td><td colspan="5">SESAME STREET</td></tr>
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<tr><td>6:00</td><td colspan="5"></td></tr>
</table>

PROGRAM	SECTION I	SECTION II (Check only one)		
	The **time** this program is on is appropriate	Number of times on is appropriate	**More** broadcast time is needed	**Less** broadcast time is needed
1. Sesame Street				
2. In School Early Childhood				
3. Elementary Block Feed				
4. Elementary ITV Programming				
5. Lamb Chop's Play Along				
6. Reading Rainbow				
7. Barney & Friends				
8. Mr. Rogers				

TARGET GROUP: EARLY CHILDHOOD **GRADE LEVEL: K-3**

DIRECTIONS: The following information is needed to make future programming decisions. Please mark the appropriate column in the matrix below based on the instructional needs of your institution.

15.

PROGRAM		Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
The Art Chest (1-2)	[ART]				
Pennywise (1-3)	[ECONOMICS]				
Amigos (K-2)	[FOREIGN LANGUAGE]				
All About You (1-2)	[HEALTH]				
Cincinnati Bones and the Treasure of Health (1-6)	[HEALTH]				
The Clyde Frog Show (1-3)	[HEALTH]				
Eat Well, Be Well (1-4)	[HEALTH]				
In side/Out (3-5)	[HEALTH]				
Inside Story with Slim Goodbody (3-5)	[HEALTH]				
Just for Me (2-4)	[HEALTH]				
Cursive Handwriting (2-3)	[LANGUAGE ARTS]				
Elementary Language Skills (3-5)	[(LANG. ARTS]				
The Letter People 1 (1-3)	[LANGUAGE ARTS]				
The Letter People 2 (1-3)	[LANGUAGE ARTS]				
The Magic Place (K)	[LANGUAGE ARTS]				
The Write Channel (2-4)	[LANGUAGE ARTS]				
Gather 'Round (1-3)	[LANGUAGE ARTS]				
The Wild World Series (1-3)	[LANGUAGE ARTS]				
Math Cycle (2-3)	[MATHEMATICS]				
Math Factory (1-2)	[MATHEMATICS]				
Math Patrol (2-3)	[MATHEMATICS]				
Mrs. Cabobble's Caboose (K-3)	[MUSIC]				
World's Largest Concert (K-12)	[MUSIC]				
About Safety (1-6)	[SAFETY]				
Civil Defnse (1-12)	[SAFETY]				
McGruff the Crime Dog Series (1-6)	[SAFETY]				
Smoke Detectives (K-6)	[SAFETY]				

TARGET GROUP: EARLY CHILDHOOD **GRADE LEVEL: K-3**

PROGRAM	Definitely Keep	Need Topic, But Program Not Effective	Definitely Drop	No Opinion/ Not Applicable
First Films on Science (3-6) [SCIENCE]				
A Home for Pearl (1-6) [SCIENCE]				
No Time to Waste (K-6) [SCIENCE]				
The Outside Story with Slim Goodbody [SCI.]				
Take a Look (1-2) [SCIENCE]				
About Mississippi (1-12) [SOCIAL STUDIES]				
BB's Cover the Globe (1-4) [SOCIAL STUDIES]				
Holiday Specials (K-6) [SOCIAL STUDIES]				
Juba (2-6) [SOCIAL STUDIES]				
Under the Blue (1-3) [SOCIAL STUDIES] Umbrella				
Where in the World (3-6) [SOCIAL STUDIES]				
Additional Programming				
Barney & Friends (Ages 2-5)				
Ghostwriters (Ages 6-11)				
Lamb Chop's Play Along (Ages 2-5)				
Long Ago & Far Away (Ages 2-5)				
Mister Rogers' Neighborhood (Ages 2-5)				
The New Explorers (Ages 6-11)				
Reading Rainbow (Ages 6-11)				
Sesame Street (Ages 2-5)				
Shining Time Station (Ages 2-5)				
Square One TV (Ages 6-11)				
Wonderworks (Ages 6-Adult)				

Early Childhood Survey Report - Headstart Centers

In April, 1993, a survey packet was mailed to 21 Regional Headstart Directors in the State. Each mail-out packet contained three questionnaires with instructions to distribute a questionnaire to three day care center directors/teachers in their region. From that mail-out, 19 questionnaires were completed and returned to Educational Planners and Evaluators in Monroe, Louisiana.

The 19 questionnaires came from headstart centers in 12 counties. The name of the county and the number from each are shown in Table 1.

Table 1

Number of Responses by County

County	Number	Percent
Hinds	3	15.8
Jackson	3	15.8
Lamar	1	5.3
Lee	1	5.3
Marshall	1	5.3
Monroe	1	5.3
Oktibbeha	2	10.5
Pike	1	5.3
Pontotoc	1	5.3
Stone	1	5.3
Sunflower	3	15.8
Yazoo	1	5.3
	19	100.0

The age of children in the centers ranged from less than one year old to eight years old. All of the centers reported, however, that the age for headstart qualified children was between four and five years of age, however children of other ages were kept before and after school hours.

Eighteen of the centers reported that they had a television in the center and that it was accessible to the children. The same 18 centers reported that they had a VCR for recording purposes, however, only 10 centers indicated that they recorded programs off-air. These 10 centers recorded from one to three programs per week.

When those who were not using educational television regularly were asked why, three reported that they did not know about available programs; six reported that they had other resources that were used to teach; one reported not enough time to use "television;" two reported they did not know when programs were on; and one reported not having the necessary equipment. Two others reported that they did not have access to cable. One center said they needed language stimulation activities to watch rather than just "watching TV."

Those centers that used instructional television mostly acquired the programs by purchasing tapes from commercial sources and using tapes from the personal collections of teachers and staff members (n=12). Ten centers reported that they taped off-air from ETV for use at a later time; six centers reported that they used programs at time of broadcast. Two centers reported that they taped programs from other channels to use later; no center reported ever purchasing tapes directly from ETV.

When asked how they learn about or select video programs for instructional use, nine rely on the daily newspaper; eight just knew when particular programs were on; six used Mississippi ETV Times; and two used the ITV Resource Guide. Three centers reported that they received brochures and advertisement fliers from private vendors including local video stores.

Using selected programs from a series was the number one way headstart centers used ITV in the classroom (n=13). Three centers used programs for enrichment only; another three used programs when children first came into the room or while taking roll. One center reported that watching television was a reward for the children. No center reported that it used the entire series of programs at any time.

Sixteen of the centers reported that they would be interested in a workshop provided by Mississippi ETV. The most desired topic was to learn what resources are available from ETV (n=13); the second most desired was to learn lesson planning with ITV (n=10). Other choices indicated were "subject specific utilization of ITV," "classroom discipline" and "working with parents."

Fourteen of the centers reported that instructional programming from Mississippi ETV was "Very Effective" and one reported "Moderately Effective." Four centers did not respond to this question.

When asked "If a full day of educational television for early childhood was available to you, would you use it?", 16 centers said yes. Twelve centers, however, said they would view the programming only one hour per day. Three centers would use it two hours; one center would use it four hours; and one center would use it five hours per day.

Six centers reported that they watched the program "The Magic Place." Comments supportive of the program included "This program has very good learning techniques" and "I would like to see more programs like it." Seven centers reported that they were familiar with the ETV service that sells duplicated video tapes of current instructional programming. Only two, however, reported that they had used the service.

Other topics of interest requested by five of the centers were "individualization of learning;" "safety;" "family living skills;" "parent participation;" "community helpers;" "animals and their home;" and "heat, fuel and fire."

Recommendations

Based upon the analyses of this survey of Headstart Centers in the state, the following recommendations are offered:

1. A concerted effort should be made by ETV to contact all Headstart Centers to let them know what programs are available for that age child and how these programs may be obtained.
2. Regional workshops should be conducted periodically to inform and update teachers and staff about ETV offerings, how to correlate programs to learning skills and how they can obtain programs from ETV.
3. A comprehensive survey should be conducted of Day Care Centers in the state to ascertain their viewing habits and how they use educational programming.
4. Consideration should be given to the times that certain programs or "feed" offerings are provided to Headstart and Day Care Centers. For example, less than one-third of the survey respondents thought that "In School Early Childhood," "Elementary Block Feed" and "Elementary ITV Programming" were provided at appropriate times.
5. Different viewing times should be considered for "Lamb Chop's Play Along" and "Reading Rainbow."
6. Other program offerings should be explored for this age child, for example, "family living skills," "community helpers," "animals and their habitat" and programs emphasizing safety habits.

6H Parents Survey
(Newspaper)

MISSISSIPPI EDUCATIONAL TELEVISION SURVEY

Do you watch television? If so, your comments and opinions are needed as part of a year-long study to assess the present and future programming needs of Mississippi Educational Television. Please clip out the survey form, respond to the questions, and return the survey form to the address listed below.

1. **How often do you watch Mississippi ETV?**
_____ Daily _____ 2-3 times a week _____ Once a week _____ Seldom
_____ Never*
*If Never, why don't you watch Mississippi ETV? ______________________
____

2. **How would you rate Mississippi ETV programs?**
_____ Excellent _____ Very Good _____ Good _____ Fair _____ Poor

3. **How many Mississippi ETV programs each week do you record to watch later?**
_____ More than 4 _____ 3-4 _____ 1-2 _____ None

4. **How do you find programs to watch on Mississippi ETV?**
_____ Newspaper _____ TV Guide _____ ETV Times _____ Other Sources*
*Please list: ______________________________________

5. **What are your three favorite programs that you regularly watch on Mississippi ETV?**
1. _______________ 2. _______________ 3. _______________

6. **If you have children or grandchildren who watch Mississippi ETV, what are their three favorite programs?**
1. _______________ 2. _______________ 3. _______________

7. **For each program type, please circle your preferences.**

Program Type	**Regularly View**	**Amount of Programming Preferred**	**Preferred Viewing Time**
News & Commentary	Yes No	More, Less, Same	Morning, Midday Afternoon, Evening
Arts & Culture	Yes No	More, Less, Same	Morning, Midday Afternoon, Evening
Instruction & Learning	Yes No	More, Less, Same	Morning, Midday Afternoon, Evening
Entertainment	Yes No	More, Less, Same	Morning, Midday Afternoon, Evening
Children's Programs	Yes No	More, Less, Same	Morning, Midday Afternoon, Evening

Thank you for your participation.
Please return this questionnaire to

Educational Planners and Evaluators
PO Box 13280
Monroe, LA 71213-3280

Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

May 12, 1993

Mr. Roland Weeks, Jr., Publisher
The Sun-Herald
P. O. Box 4567
Biloxi, MS 39535-4567

Dear Mr. Weeks:

Mississippi ETV has contracted with Educational Planners and Evaluators of Monroe, Louisiana to conduct an instructional and educational television utilization study. One of our designated audiences for data input is parents of school age children. I am contacting several regional newspapers in the state and requesting that each run the enclosed survey forms for data collection purposes.

Would you be willing to publish the enclosed questionnaire in your paper on one publication date in the next two weeks? Also, could you publish it as a public service or education project for Mississippi ETV. Dr. Robert Young, Director of Distance Learning for Mississippi ETV, is the Project Liaison for this study if you need to verify my request.

If you have any questions about the survey form or my request, please call me at (318) 342-1238 or 1-800-868-5949 (evening after 5:30 p.m.)

Thank you for your consideration.

Sincerely,

Bob N. Cage

BNC: ek

ENC: One

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

May 12, 1993

Mr. William W. Hunsberger, Publisher
Hattiesburg American
825 Main Street
Hattiesburg, MS 39401

Dear Mr. Hunsberger:

Mississippi ETV has contracted with Educational Planners and Evaluators of Monroe, Louisiana to conduct an instructional and educational television utilization study. One of our designated audiences for data input is parents of school age children. I am contacting several regional newspapers in the state and requesting that each run the enclosed survey forms for data collection purposes.

Would you be willing to publish the enclosed questionnaire in your paper on one publication date in the next two weeks? Also, could you publish it as a public service or education project for Mississippi ETV. Dr. Robert Young, Director of Distance Learning for Mississippi ETV, is the Project Liaison for this study if you need to verify my request.

If you have any questions about the survey form or my request, please call me at (318) 342-1238 or 1-800-868-5949 (evening after 5:30 p.m.)

Thank you for your consideration.

Sincerely,

Bob N. Cage

BNC: ek

ENC: One

Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

May 12, 1993

Mr. Jerry Strader, Publisher
The Meridian Star
P. O. Box 1591
Meridian, MS 39302

Dear Mr. Strader:

Mississippi ETV has contracted with Educational Planners and Evaluators of Monroe, Louisiana to conduct an instructional and educational television utilization study. One of our designated audiences for data input is parents of school age children. I am contacting several regional newspapers in the state and requesting that each run the enclosed survey forms for data collection purposes.

Would you be willing to publish the enclosed questionnaire in your paper on one publication date in the next two weeks? Also, could you publish it as a public service or education project for Mississippi ETV. Dr. Robert Young, Director of Distance Learning for Mississippi ETV, is the Project Liaison for this study if you need to verify my request.

If you have any questions about the survey form or my request, please call me at (318) 342-1238 or 1-800-868-5949 (evening after 5:30 p.m.)

Thank you for your consideration.

Sincerely,

Bob N. Cage

BNC: ek

ENC: One

epe

Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

May 12, 1993

Mr. W. Howard Bronson, Jr., Publisher
The Mississippi Press
405 Dehmas Avenue
Pascagoula, MS 39568

Dear Mr. Bronson:

Mississippi ETV has contracted with Educational Planners and Evaluators of Monroe, Louisiana to conduct an instructional and educational television utilization study. One of our designated audiences for data input is parents of school age children. I am contacting several regional newspapers in the state and requesting that each run the enclosed survey forms for data collection purposes.

Would you be willing to publish the enclosed questionnaire in your paper on one publication date in the next two weeks? Also, could you publish it as a public service or education project for Mississippi ETV. Dr. Robert Young, Director of Distance Learning for Mississippi ETV, is the Project Liaison for this study if you need to verify my request.

If you have any questions about the survey form or my request, please call me at (318) 342-1238 or 1-800-868-5949 (evening after 5:30 p.m.)

Thank you for your consideration.

Sincerely,

Bob N. Cage

BNC: ek

ENC: One

epe
Educational Planners & Evaluators
563 Rowland Drive, Monroe, La. 71203

May 12, 1993

Mr. Billy Crews, Publisher
Northeast Mississippi Daily Journal
P. O. Box 909
Tupelo, MS 38802

Dear Mr. Crews:

Mississippi ETV has contracted with Educational Planners and Evaluators of Monroe, Louisiana to conduct an instructional and educational television utilization study. One of our designated audiences for data input is parents of school age children. I am contacting several regional newspapers in the state and requesting that each run the enclosed survey forms for data collection purposes.

Would you be willing to publish the enclosed questionnaire in your paper on one publication date in the next two weeks? Also, could you publish it as a public service or education project for Mississippi ETV. Dr. Robert Young, Director of Distance Learning for Mississippi ETV, is the Project Liaison for this study if you need to verify my request.

If you have any questions about the survey form or my request, please call me at (318) 342-1238 or 1-800-868-5949 (evening after 5:30 p.m.)

Thank you for your consideration.

Sincerely,

Bob N. Cage

BNC: ek

ENC: One

NEWSPAPER SURVEY OF MISSISSIPPI ETV USERS
REPORT

In April, 1993 a survey designed to solicit information from persons who watch Mississippi Educational Television (ETV) was mailed to six regional newspapers in the state. The newspapers were requested to publish the survey form as a public service. Three of the six agreed to do so. They were the Sun-Herald, Biloxi, Northeast Mississippi Daily Journal, Tupelo, and the Mississippi Press, Pascagoula.

From this solicitation, 29 persons completed a survey form and returned it to EPE in Monroe. The following is a summary of their responses:

Twenty-seven of the 29 respondents said they watched ETV daily; two said they watched it two or three times a week. The 27 who watched it daily rated the programs as "excellent." One of the two persons watching two to three hours a week said the programs were "good"; the other person said they were "fair". Fifteen of the 29 persons recorded programs to be watched later. Twelve recorded from three to four programs; three recorded one to two programs for later viewing.

Twenty of the 29 respondents used the newspaper for ETV listings; nine used the TV Guide. *Barney and Friends* was the overwhelming number one choice as indicated by 25 of the 29 respondents. Other top choices were *Sesame Street* (n=2), *AM Weather* (n=1), and *Farmweek* (n=1). The number two choice receiving the most votes was *Sesame Street* (n=18), with other choices being *CNN Newsroom* (n=5), *Mississippi Outdoors* (n=2), *Mississippi Roads* (n=2) and *Barney* (n=2).

The number three choice was spread among seven programs including *Mr. Rogers Neighborhood, Barney, Sesame Street, Mississippi Outdoors, Mississippi Roads, National Geographic* and *CNN Newsroom.*

When asked what were their children or grandchildren's favorite programs, it was obvious that they had answered the previous question on behalf of their children or grandchildren or that several children were among the 29 respondents. The number one choice for children and grandchildren was *Barney and Friends*; the number two choice was

Sesame Street; and the number three choice was *Mr. Rogers Neighborhood.* This sequence of choices parallels the first set of responses, assumably from adults.

News and Commentary programs were viewed regularly. They preferred about the same amount and they preferred this type programming in the morning and in the afternoon.

Arts and Culture programs were not viewed regularly and they would prefer more in the evening.

Instruction and Learning programs were viewed regularly. They preferred the same amount and the preferred viewing time was morning and afternoon.

Entertainment programs were viewed regularly and they preferred more in the midday and evening.

Children's programs were viewed regularly and they preferred more in the morning, afternoon, and evening.

Some of the respondents added personal comments. They were:

1. Put Barney later in the afternoon to accommodate the school children.
2. Need more "good" children's programs
3. Nothing on ETV for teenagers
4. What is the ETV Times publication? (n=3)

BEST COPY AVAILABLE

PRELIMINARY SUMMARY OF TELEPHONE INTERVIEWS

Between March 24 and May 7, 1993, Paula Grisham conducted telephone interviews with a representative sample from eight (8) populations. These were Literacy Providers, Home Schoolers, School Staff Development Coordinators, University Deans of Schools of Education, University Deans of Continuing Education, State Agencies, Public Day Care and Head Start Providers, and Private and Church-Related Day Care and Kindergarten Providers. A ninth group, School Superintendents, are scheduled to be called during June.

Generally speaking, the responses were that the programming and services from Mississippi ETV were very good. But, these responses represented a very small minority of users. The majority of those contacted did not use ETV programming and services. The reason given virtually by everyone of those interviewed was that they did not know what was available. Some did have a general idea of the programming available, but none knew of the services available for print materials, duplication, staff development, or technical assistance. They also did not know about the Learning Store.

The following are representative of the responses:
- Programs are used by tape rather than live broadcast. Consequently, copyright and licensure pose problems.
- Most do not have enough equipment for the basics much less more sophisticated uses of advanced technology.
- Little training in the use of ETV/ITV is being done in K-12 settings or in college/university teacher-training courses.
- Byhalia in Marshall County and McComb complained of very poor ETV reception.
- They had no idea of the programs or services available.
- The operation of ETV is too politically driven.

The number one recommendation is that ETV should begin an all out campaign to publicize the programs and services available. They need to go to the public, to all of the populations personally to give information and training and to get information from the various groups about their needs and concerns.

HOME SCHOOLERS

TELEPHONE INTERVIEW

Of the 35 in the sample, 12 were contacted.

Of home schoolers interviewed, about 70% of them thought that ETV programming was very effective. Only about 40% of them got the ITV Resource Catalog or ITV Newsletter. None of them had teachers' guides, and only 75% knew of the teachers' guides. All said they were willing to purchase them for a reasonable price.

They did use the programming for instruction although many students watch other programs for entertainment as well. The most used programs were Reading Rainbow, Barney and Friends, Sesame Street, Carmen Sandiego, Mr. Rogers Neighborhood, language arts programs, science programs, history programs, and travel programs.

About 75% of these home schoolers used the programs at the time of broadcast rather than on tape, but 60% did say that they would rather use the programs on tape. They prefer for programs to be aired once a week at the same time each day.

Most did not know that there were credit courses available through distance learning, and all asked for Lucy Ferron's telephone number. Again, about 75% did not know of the duplication service and many other services available from ETV.

Byhalia (Marshall County) and McComb complained of the poor quality of the signal they receive.

Suggestions and needs from home schoolers included
- continue the programming during the summer since they continue to teach during the summer
- please let us know of the services available
- if possible, place copies of ETV/ITV tapes in public libraries throughout the state

TELEPHONE INTERVIEW FOR HOME SCHOOL POPULATION

Fill in: ______________________________
(telephone number)

____
(name of parent or guardian)

____
(children, ages, grade levels - home schooled)

____
(city, county)

Introduction:

I'm Paula Grisham. I'm with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for a few minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES NO>>>>If not a good time, find out when to call back--

____

Warm-up

1. First, do you watch any of the programs on MS ETV? (YES>>>>If Yes: Tell me some of the programs you like to watch)

2. Do your children or grandchildren watch ETV for pleasure as well as instruction? If yes, what are some of the programs they watch for pleasure? We will be asking a number of questions about your teaching with television in a minute.

Pg. 2 Home Schoolers

Let's talk about the use of MS ETV to teach instruction to your children:

Questions

3. Do you currently use television programming in order to teach at home? Yes No

4. If NO, why not?
   Possible answers: do not know about; do not have schedule of programs, use other resources, do not view television........

5. If YES, from the following list -how do you acquire instructional television programs? (pause) You may need to prompt from the following)
   ____ a. Use at time of broadcast
   ____ b. Off-air broadcast taped *from ETV* for later use.
   ____ c. Off air broadcast taped *from other channels* for later use.
   ____ d. Tape(s) purchased from ETV
   ____ e. Tape(s) purchased from commercial sources. (example: National Geographic, others)

6. If you use instructional programming from MS ETV , in general, have you found the programs to be: (use each in turn)
   ___ a. very effective
   ___ b. moderately effective
   ___ c. neither effective nor ineffective
   ___ d. relatively ineffective
   ___ e. not effective at all

7. If you are using programs from MS ETV in your home teaching, what are some of the names of programs/series that you are using?
(You may want to use the program list attached for ideas)

8. Ms ETV programs are delivered in different ways. What is the method of program delivery that you prefer?
____ a. Broadcast during day, one program per week at same time.
____ b. Use tapes purchased from ETV directly.
____ c. Broadcast in two hour block feed for taping
Suggested time:____________(can also be 12 - 2:00 am)
____ d. Use of special request block feeds
____ e. Other:______________________________________

*Block feeds are when several programs in a series are broadcast for taping for later use. i.e. all 15 programs of the Letter People would be aired together.

9. Did you know that credit courses are available on satellite and , on occasion directly from ETV? These programs have a per student fee. Have you used these, or would you like more information on credit courses? (can provide Lucy's number)

10. Are you familiar with the ETV service that sells duplicated video tapes of current instructional programming? YES No

If yes, have you used this service? Level of satisfaction?

If not, why not? Would you be interested in knowing more about this service? *(Tapes of current programming are available for a small fee that covers the cost of tape plus handling).*

11. Ms ETV currently have several ways they maintain contact with public schools and home schoolers. What is the most effective source for you to receive information about ETV programming? (pause) You may need to prompt from the following)

____ a. ITV Resource Catalog
____ b. the ITV Newsletter
____ c. the ITV- FYI program aired weekly
____ d. Mississippi ETV Times (primetime/weekends)
____ e. ITV Schedule Update
____ f. Other

Are you familiar with these?

(Have copies of these at hand or know about each)

12. Do you know about Teacher's Guides that are available for most series? (Teacher's Guides provide lesson plan content for each program in a series and are available for a small fee from ETV)

If no, would you be interested in knowing more about them?

13. Often, these materials cost a small fee, would you be willing to pay in order to have these resources available to you?

14. Have you ever contacted Ms ETV for assistance? Did you get the answers you needed?

15. What are some ways MS ETV could better meet your instructional needs?

16. Are there any other comments you would like to make?

(If asked, provide the 1-800-922-9698 number for Mississippi ETV and suggest they call and ask to talk to an educational consultant.)

DEANS OF SCHOOLS OF EDUCATION

TELEPHONE INTERVIEWS

Of the eight (8) deans in the population, all eight were called, but only seven (7) were contacted.

Although all deans said that their curriculum included a "technology" course, ETV was not taught in the course. The course was directed to more state-of-the-art technology.

The deans believed that ETV should send someone to find out what is needed in Schools of Education. They believed that ETV needs to take more of a leadership role in the training of multi-media. Most did know the show TeleTalk, but they had not viewed or used it. The University of Southern Mississippi has worked with ETV an a production for practice teachers.

The suggestions from the school of education deans included
- improve the interactions and public relations from ETV
- add vocational/technical programming
- produce a SEMI-type module of ETV for college students
- work on copyright and licensure so that tape could be kept
- provide distance learning training and courses for pre-service and returning teachers

TELEPHONE INTERVIEW
FOR
DEANS - SCHOOLS OF EDUCATION

Telephone:____

Name:____

institution____

Other:____

I'm Paula Grisham. I'm with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for approximately 7-10 minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES NO>>>>If not a good time, find out when to call back--

____

Warm-up

1. First, do you watch any of the programs on MS ETV? (YES>>>>If Yes: Tell me some of the programs you like to watch)

2. Do your children or grandchildren watch MS ETV? What are some of the programs they enjoy?

Let's talk about the use of MS ETV in your College/School of Education for teaching purposes:

Deans/Schools of Education

(After the next question the responder may refer you to someone else on his/her staff. If so, get number and name of that person and call them; or be transferred to that number by the Dean and let Dean introduce you to that person).

3. What ETV programs or services do you know about that are used at your college or school?

4. How do you or your faculty find out about ETV programs or services?

5. Do you feel students in your college/school know about MS ETV instructional programs? If so, how do they find out about them?

6. Have you ever watched a Teletalk on an educational subject, a "Mississippi the Way Up" educational program, or another program on educational issues such as the townmeetings on America 2000 goals or programs on restructuring, etc. on PBS?

   Did you know those programs were available?

7. What are some of the other sources that you use to receive instructional and educational videotapes? (may be ASCD tapes, etc)

(Utilization)

8. Which class teaches the use of ITV or distance learning ? (i.e. there used to be a course in education on instructional television that related to Miss ETV used for recertification. Now, often taught as part of a general AV course or in methods courses)

9. Do you think your education faculty provide any information on Mississippi ETV instructional television programs and services to pre-service teachers?(ETV personnel used to visit universities and talk to classes or to student teachers before they went out to teach)

10. Are programs used at the time they are broadcast or are programs taped for use at a later time?

11. What is the best time for education-related programs to be aired for you to view live or tape?

(Future needs)

12. Do you feel faculty training would assist you or your faculty in making better use of ETV services and resources? What type(s) of training is needed?

13. What programs or topics would you like to see on Mississippi ETV that would be helpful to your teaching purposes?

14. What are some of the barriers that stand in the way of your use of MS ETV programs or services?

15. Many resources are available in a multimedia format Would you be interested in Mississippi ETV taking more of a leadership role in this technology and assisting in training for its use? On a scale of 1-10, how important do you think it is?
1 2 3 4 5 6 7 8 9 10

16. Many Mississippi schools are now using courses taught by satellite delivered distance learning. Would it be helpful for ETV to provide training for preservice and returning teachers on distance learning?

17. Do you have a "mediated" or "electronic " classroom in your building?
(this is not the usual computer lab)

18. How might ETV services be improved to better meet your instructional and training needs?

DAY CARE/HEAD START DIRECTORS

TELEPHONE INTERVIEWS

Of the 21 in the sample, 13 were contacted.

Most of those contacted did use ITV programming at the time of broadcast, but almost all of them used the programs during "quiet time" with no real follow-up or teaching based on the program. Only one-third used any of the programming for instruction. The most used programs were Neighborhood, Barney and Friends, Sesame Street, The Magic Place, and Carmen Sandiego.

The barriers they have for use included: lack of equipment and lack of information about what programming and services were available. Only about half knew of the ITV catalog, but they did not receive it. They did not know of teachers' guides, but they were willing to pay a reasonable amount for them. They did not know about The Learning Store and were very pleased to learn about it.

The suggestions and needs from day care/head start directors included:

- add programming on parenting help for "young" mothers and more programming about and for early childhood
- please add them to the mailing list so that they routinely will receive information
- add more math, science, and language skills for early childhood

PRIVATE AND CHURCH DAY CARE/KINDERGARTEN DIRECTORS

TELEPHONE INTERVIEWS

Of the seven (7) in the sample, four (4) were contacted.

This group just happened to be users of ITV/ETV programs. They did not know of the programs and services that were available. They had just found the children's programs on TV such as Barney and Friend, Sesame Street, and Mr. Rogers. No one in this group received any information from ETV or knew that there were print materials and teachers' guides available. Some were willing to pay a reasonable price for guides.

They were delighted to know about The Learning Store.

Their suggestions and needs include
- add to the mailing list so they will routinely receive information
- help them understand how to use television effectively
- help them with securing and using equipment
- ask for their needs so that they can be more involved

TELEPHONE INTERVIEW FOR
DAY CARE/HEADSTART POPULATION
(Private & Public Providers)

Fill in: ______________________________
(telephone number)

____
(name of day care or headstart institution)

____
(City) (age of children)

Introduction:

I'm Paula Grisham. I'm with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for approximately 7-10 minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES NO>>>>If not a good time, find out when to call back--

____

Warm-up

1. First, do you watch any of the programs on MS ETV? (YES>>>>If Yes: Tell me some of the programs you like to watch)

2. Do your children or grandchildren watch ETV for pleasure as well as instruction? If yes, what are some of the programs they watch for pleasure? We will be asking a number of questions about your teaching with television in a minute.

Let's talk about the use of MS ETV to teach instruction to your children/students:

Questions

3. Do you currently use ETV or other television programming during the day ? Yes No

   If YES, what are some of the names of programs/series that you are using? (You may want to use the program list attached for ideas)

   How are you using these programs? *(pause - could be for instruction; while taking roll, for quiet time, etc.)*

   Are there other topics that are needed?

4. If you are not using educational television regularly, why not? Possible answers: do not know about; do not have schedule of programs, use other resources, do not view television........

5. If YES, - how do you acquire instructional television programs? (pause) You may need to prompt from the following)

   ____ a. Use at time of broadcast
   ____ b. Off-air broadcast taped *from ETV* for later use.
   ____ c. Off air broadcast taped *from other channels* for later use.
   ____ d. Tape(s) purchased from ETV
   ____ e. Tape(s) purchased from commercial sources. (example: Sesame Street, Barney, National Geographic)

6. If you use instructional programming from MS ETV , in general, have you found the programs to be: (use each in turn)
   - ___ a. very effective
   - ___ b. moderately effective
   - ___ c. neither effective nor ineffective
   - ___ d. relatively ineffective
   - ___ e. not effective at all

7. Ms ETV programs are delivered in different ways. What is the method of program delivery that you prefer? *pause... then prompt as needed*
   - ____ a. Broadcast during day, one program per week at same time.
   - ____ b. Use tapes purchased from ETV directly.
   - ____ c. Broadcast in two hour block feed for taping
     Suggested time:____________(can also be 12 - 2:00 am)
   - ____ d. Use of special request block feeds
   - ____ e. Other:_________________________________

*Block feeds are when several programs in a series are broadcast for taping for later use. i.e. all 15 programs of the Letter People would be aired together.

8 If a full day of educational televison for early childhood were available to you, would you use it? YES NO

How many hours per day?

Which programs would be of most interest?

9. Have you watched or do you know about The Magic Place, an early childhood program produced by ETV?

If YES, any comments on how well you are using it? Does it meet your needs? Would you like to see more programs in this series?

pg. 4 Day Care....

10. Are you familiar with the ETV service that sells duplicated video tapes of current instructional programming? YES No

If yes, have you used this service? Level of satisfaction?

If not, why not? Would you be interested in knowing more about this service? *(Tapes of current programming are available for a small fee that covers the cost of tape plus handling).*

11. Are you familiar with The Learning Store at ETV? (it sells instructional materials, tapes, books, etc. many of which are for early childhood. Barney and Sesame Street tapes, Mr. Rodger's workbook, etc. *(a price list/order blank available from the Learning Store - 1st floor, R & D Center) -- we can place them on a mailing list)*

12. Ms ETV currently have several ways they maintain contact with public schools and home schoolers. What is the most effective source for day care providers to receive information about ETV programming? (pause) You may need to prompt from the following)

____ a. ITV Resource Catalog
____ b. the ITV Newsletter
____ c. the ITV- FYI program aired weekly
____ d. Mississippi ETV Times (primetime/weekends)
____ e. ITV Schedule Update
____ f. Information on early childhood programming only *(not regularlly done)*
____ g. Other________________________________

Are you familiar with these? (Have copies of these at hand or know about each)

13. Do you know about Teacher's Guides that are available for most series? (Teacher's Guides provide lesson plan content for each program in a series and are available for a small fee from ETV)

    If no, would you be interested in knowing more about the guides available on early childhood programs?

14. Often, these materials cost a small fee. Would you be willing to pay in order to have these resources available to you?

15. What type of printed material do you now receive from MS ETV? What type of printed material would help with your needs? (pause... could prompt from-Sesame Street schedules, Mr. Rogers Workbook, etc.) Do they know of these types of materials, Would you use these materials?

16. Have you ever contacted MS ETV for assistance? Did you get the answers you needed?

17. Are there particular staff development needs that Mississippi ETV could help you with through television?

18. What are some other ways MS ETV could better meet your instructional needs?

19. Are there any other comments you would like to make?

At any point, when asked for more information, provide the 1-800-922-9698 or 982-6565 telephone numbers for Mississippi ETV and suggest they ask to talk to an educational consultant.

SCHOOL STAFF DEVELOPMENT COORDINATORS

TELEPHONE INTERVIEWS

A total of 13 were contacted from the sample of 25.

All expressed a need for more help in how to use ETV/ITV more effectively in the classroom. About 75% had used a staff development program conducted by someone from ETV within the last two years, but these were for specific subject areas. They were interested in a program that everyone could attend about how to use ETV. All asked for someone from ETV to come to the school, to interact with the teachers, and to help with incorporating tapes into the classroom setting. Often they need help with the very basics to understand that they did not have to show the entire tape at one time. Teachers can stop and start the tape over and over for special emphasis.

Usually the teachers who had been there longer were the ones using the programming more. Only if they encouraged the newer teachers did the new ones begin using the resources. About 50% of the teachers thought that the programs on science and history were the best. About 75% did think ETV was doing a good job, but they wanted more new programming, more on current trends and issues, and more on new techniques.

About 25% of the staff development coordinators had used the Staff Development Series shown on ETV. They mentioned in particular the classroom management series and the program on Aids. But 30% stated that ETV was not meeting their staff development needs. They had never been asked their needs. They want to give input and to become involved. About 20% of them had participated in TeleTalk.

What all said was most important was to have more contact with ETV.

Telephone Interview
for
Staff Development Coordinators

Telephone:____

Name:____

District____

Other:____

I'm Paula Grisham. I'm with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for a few minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES NO>>>>If not a good time, find out when to call back--__________________

Warm-up

1. First, do you watch any of the programs on MS ETV? (YES>>>>If Yes: Tell me some of the programs you like to watch)

2. Do your children or grandchildren watch MS ETV? What are some programs they enjoy?

Let's talk about staff development and the use of educational television.

3. Has any staff development been conducted in your district in the last two or three years on how to effectively use educational and instructional programming or video tapes in the classroom? (YES>>>>if yes, tell me about the training, e.g., topic, who conducted it, who attended the session; NO)

4 What are your ideas on how MS ETV could assist you in providing staff development for teachers and administrators on the effective use of educational and instructional television in the classroom?

Let's talk now about the use of ETV programs in providing staff development for increasing the knowledge and skill levels of teachers and administrators in your district. (on curriculum subjects or other staff development topics)

5. In the last two or three years, have you used any MS ETV programs for teacher or administrator staff development? (YES>>>>if yes, tell me about the training, e.g., topic, what ETV programs were used, who conducted it, who attended the session; NO)

6. a) Did you watch the staff development programs "live"? (as they were aired?)
   YES NO
   b) Did you watch staff development programs on tape? YES NO
   c) Were any of the staff development programs a Teletalk? YES NO
   d) Do you ever use a satellite to receive staff development? YES NO

7. What type of ETV programs do you think are needed for staff development that would increase the knowledge and skill levels of teachers and administrators?

8 Teletalk, is a "live and interactive" program. Have you watched any of these programs? YES NO What is the best time for you to view this program? example: 1:00 -2:00 ; 3:30-4:30

9. As the district leader in staff development, what could MS ETV do in order to assist you or your district in providing staff development and training?

10. That concludes the specific questions that we needed to ask you. I would like to hear any other suggestions, concerns, or comments that you have about the programs and services of MS ETV.

Thank you for your information and cooperation.

STATE AGENCIES

TELEPHONE INTERVIEWS

Of the 24 in the sample, 20 state agencies were contacted.

About 75% of those contacted had used ETV in some way. These included TeleTalk, Forum, Quorum, PSAs, and specific programs such as Mississippi Outdoors and the GED series. About 30% of the agencies had used programming for credit of some sort. Of those talked with, 65% would like to see anything that would apply to their agency.

About 65% of those contacted had used TeleTalks this year to cover topics such as elections training, public retirement, disability, hurricane warning and safety, management techniques, and to let the public know the services and functions of their specific agency.

At least 60% did not know of the tape duplication service or most of the services provided by ETV. About half of the agencies who used television in training purchased tapes from some national vendor or checked out tapes from various libraries. About 20% of them had an electronically equipped classroom for teaching and training, and 20% have a down-link system. The State Department of Education is expecting to get an up-link system. Of those contacted about 35% have used satellite seminars.

The needs and suggestions from state agencies included
- copies of tapes of the State of the State Address, Quorum, and similar programs should be sent to the Mississippi Library Commission
- cooperative efforts with the State Personnel Board to market state services to other agencies
- need for more public and government information
- need to use ETV to help promote tourism

The consensus is for more information and contact from ETV.

Telephone Interview
for
State Agency Directors/Training Directors

Telephone:____

Name:____

Title____

Agency:____

When you get the designated person on the line, use this segment:
I'm Paula Grisham. I'm with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for approximately 7-10 minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES NO>>>>If not a good time, find out when to call back--

____

Warm-up

1. First, do you watch any of the programs on MS ETV? (YES>>>>If Yes: Tell me some of the programs you like to watch)

2. Do your children or grandchildren watch MS ETV? (YES>>>>If Yes: Tell me some of the programs they like to watch)

Let's talk about the use of MS ETV and your professional setting.

3. Does your State Agency use MS ETV in any way? For example, in providing public relations information or in training your employees? Yes No

4. If yes, name some of the programs or services you use:

5. Is this programming offered for CREDIT or for NON-CREDIT? That is, do you use programming for professional development/training of employees or do employees take courses for high school/college degrees?

6. Are these programs shown at the time they are broadcast, or do you tape them for use at a later time?

7. What is the best time for the programs you use to be aired?

8. What are other programs you would like to see broadcast on ETV?

9. Has your agency used the TELETALK program on ETV? Yes No

9. Has your agency used the TELETALK program on ETV? Yes No
If yes, what focus or purpose did the program(s) have?

10. Has your agency offered other programming (not TELETALK) on ETV?
If yes, what was the program and focus?

11. Do you know about the tape duplication service at MS ETV?

12. Do you use any of the other support services at MS ETV?
Yes, No - which ones?

13. How might ETV improve or expand its services in order to meet your needs better?

14. From what other sources do you provide broadcast television programs to your staff/customers?

15. Do you have up-link and/or down-link satellite equipment at your agency? Do you have plans to buy one?

16. Do you provide live or taped satellite seminars or teleconferences?
Yes No
If yes, how often do you offer these programs?

17. Do you have a "mediated" or "electronic" classroom used for teaching purposes? What kinds of equipment are used?

18. Do you have any additional questions or comments?

Thank you for your time. This information will help MS ETV make decisions concerning their programs and services that will better help them meet the needs of all Mississippians.

DEANS OF CONTINUING EDUCATION

TELEPHONE INTERVIEWS

From a population of eight (8), all eight were called, but only five (5) were contacted. Deans of Continuing Education at the state universities do not use ETV programming and services. Most did not know of the services available.

Most continuing education departments have been or are now a part of some telecommunications consortium, and they do have up-link and down-link systems. They use satellite seminars and teleconferences but most do not use interactive credit courses at this time.

Most of the Deans were interested in working with ETV in joint efforts to improve telecommunications potential in Mississippi. Many viewed the resources of the PBS Adult Learning Satellite Service to be of benefit and look forward to more interaction with MAET in the future.

TELEPHONE INTERVIEW for

HIGHER EDUCATION DIRECTORS OF CONTINUING EDUCATION

Fill in: Phone number ____________________________________

Name of Institution ____________________________________

Name of person interviewed ______________________________

Date ____________________

Introduction:

Hello, I am Paula Grisham. I am with Educational Planners and Evaluators in Monroe, Louisiana. We have sent you a postcard approximately two weeks ago concerning a survey we are doing for Mississippi Educational Television. As noted on the postcard, we would like to talk to you for approximately 7-10 minutes to get your opinion on some important issues.

Did you receive the postcard telling you about the ten minute interview we would like to conduct? (YES, NO>>>>If no, briefly review the contents of the postcard.)

Your opinions on the use of MS ETV are important to future decisions about programming and services. Is this a good time for you to answer a few questions? (YES, NO>>>>>If not a good, find out when to call back. _______________)

WARMUP

1. First, do you watch any of the programs on MS ETV? YES, NO
(If YES,>>>>>>>what are some of the programs you like to watch?)

2. Do your children or grandchildren watch MS ETV? YES, NO
(If YES,>>>>>>>what are some of the programs they enjoy?)

Now, let's talk about ETV and your educational setting.

3. Does your Department of Continuing Education use MS ETV in any way in providing programming to your students? YES, NO

4. If yes, please name some of the programs that you use.

5. Is this programming offered for CREDIT or for NON-CREDIT? (answer could be BOTH)

6. Are these programs shown at the time they are broadcast, or do you tape them for use at another time?

7. What is the best time for the programs you use to be aired?

8. Would you prefer to tape programs as they are aired, or would you rather have the programs block fed?

If prefer block feed, then do you prefer block feeds during the day or would you prefer block feeds at low use times such as between midnight and 6 A.M.?

9. What are other programs you would like to see broadcast on ETV?

10. Do you know about the tape duplication service provided by MS ETV for their own programs?

YES, NO

If yes, have you ever used that service?

Was the service satisfactory and why?

11. Do you use any of the other support services provided by ETV?

YES, NO

If yes, which ones?

12. How might MS ETV improve or expand its services to meet your needs better?

13. From what other sources do you provide broadcast television programs to your students/customers?
(such as Adult Learning Services, National Telecourses Service, etc.)

14. Do you have up-link and/or down-link satellite facilities at your institution?

YES, NO

If no, do you plan to acquire an up-link and/or a down/link system?

If yes, how do you use these capabilities?

What are your future plans of using up-link and/or down link systems?

15. Do you have a broadcast studio?

YES, NO

If yes, do you produce any of your own programs? YES, NO

If yes, please give me some examples of programs that you have produced.

16. Do you provide live or taped teleconferences or satellite seminars?

YES, NO

If yes, on which topics?

If yes, how often do you offer these programs?

17. Do you provide credit courses - telecourses - by satellite or any other broadcast method for students through your department?

YES, NO

If yes, by which broadcast method? (live, tape, satellite, etc.)

If yes, which course(s)?

18. Are you interested in producing any telecourses?

YES, NO

If yes, which ones?

If yes, would you be interested in working with MS ETV on such a production?

YES, NO

19. Do you belong to any distance learning/satellite network consortium?

YES, NO

If yes, which one(s)?

20. Are you interested in belonging to a Mississippi or regional consortium to help meet the distance learning needs of Mississippians?

YES, NO

21. Do you have questions or comments?

Thank you for your time. This information will help MS ETV make decisions concerning their programs and services that will better help them meet the needs of all Mississippians.

LITERACY PROVIDERS

TELEPHONE INTERVIEWS

From a sample of eight (8), six (6) Literacy Providers were contacted.

The GED series and the Learn to Read program were used most by Literacy Providers. All that were contacted said that the times the GED series and the Learn to Read are aired are not appropriate. Most respondents preferred the 6:00 - 8:00 P.M. time slot. One also suggested that the programs be shown at 8:00 A.M. or 3:00 P.M.

Most respondents did not know of the services available from ETV such as tape duplication, teachers' guides, and schedule information. Most were also willing to pay a reasonable amount for the services.

Help requested and suggestions made include

- print materials including practice tests that can be purchased and then duplicated
- staff development training on how to use the programs
- need for programs on phonics
- need for programs on job hunting skills, job planning, and career education
- need for learning a trade programs such as This Old House
- especially need motivational programming to prevent drop-outs in the first place

Overall, the Literacy Providers would like more contact with ETV.

QUESTIONS FOR LITERACY PROVIDERS

Hello, my name is ___________ and I'm calling from Mississippi Educational Television. In order for public television to make informed decisions, we need to know much more about how literacy providers currently use technology, the impact that technology has on learning, the obstacles to technology use, and the future role of technology. . . .

I. Are you aware that Mississippi ETV has educational resources for your use?

   A. If so, are you using these resources?

   B. Which ones? How often? [daily; weekly; etc.]

II. What types of programs do you need which ETV is not providing adequately, e.g., preparation for productive employment?

   A. Does ETV provide resources to augment sufficiently the teaching of reading and math skills needed by employees?

   B. Do you have sufficient resources from ETV for peer and staff training about drugs and violence?

   C. Are there unmet needs specific to literacy providers?

III. What other kinds of training from ETV would be of benefit to you and your clients?

IV. When is the best time for you for programs to be aired? [during non-work hours?]

   A. Do you use programs at the time they are aired? Are you able to copy programs on a VCR for use at a later time? How often do you copy programs? Do you know about the tape duplication service at ETV?

   B. Would you prefer that segments of a course be aired periodically or that all segments be aired back to back? Would it be a problem for your to copy more than 2 hours of programming at a time?

   C. Do you need to keep tapes? For how long? [3 days; 5 days; 1 week; etc.]

   D. Do you obtain educational tapes from other sources? Which sources?

E. Would a lending library of tapes be of help to you?

1. Do you have the means to copy a tape from one VCR to another?

V. What obstacles stand in the way of your use of ETV? [not knowing when programs air; time of airing bad; inability to tape programs]

A. Do you have access to a program schedule? If so, how did you get it?

B. Do you know how to contact ETV to communicate your needs or for assistance? Have you ever telephoned ETV? How recently?

VI. How might existing ETV services be improved to better meet your needs?

literacy.etv

**The Mississippi Authority
for Educational Television**

Mississippi ETV has contracted with Educational Planners and Evaluators to conduct a statewide ETV utilization study. Your School District is one of only 25 that has been randomly selected to participate in this phase of the study.

We would like to conduct a ten minute telephone interview with the person who coordinates your curriculum district-wide. Questions will be asked concerning your use and/or need for instructional and educational television, as well as questions concerning how ETV services can be improved.

The information received will be used in making decisions concerning programming, scheduling, and support services. Your responses are very important. Your district will receive a call next week.

Thank you in advance for your assistance.

EXAMPLE OF POST CARD SENT TO ALL TELEPHONE POPULATIONS PRIOR TO CALL. POPULATIONS AND NUMBERS MAILED SPECIFIC TO EACH POPULATION

STATE NETWORK UTILIZATION STUDY

FOCUS GROUP REPORT

Audio Tapes from Each Session Available
May, 1993

BACKGROUND

Reaching out to a community gives us the basis for designing, developing and maintaining programming and services that truly reflect the needs of the community . With this goal in mind, focus group sessions with public day care providers, literacy and adult education providers, and parents of students of all ages were held at five locations statewide: Jackson, Clarksdale, Starkville, and Biloxi and Gulfport on the Gulf Coast. Discussions were recorded.

The objectives in using the focus group as a technique for determining the the needs of the preschool and literacy community were fivefold:

- to identify organizations based in the community;
- to invite representatives from those organizations to participate in a focus group;
- to listen and learn about the community needs directly from those representatives;
- to gather information to aid the Mississippi Authority for Educational Television in decision-making and planning.

By definition, a focus group is a "group of 8-12 target consumers, usually (but not always) a relatively homogenous group...brought together to discuss a specific set of issues. (Research Quarterly, Spring, 1991) While surveys provide statistical data, a focus group provides insight into why people view or don't view educational television. The basic philosophy is that group interaction generates more thoughtful and qualitative suggestions.

FOCUS GROUP ELEMENTS

Discussion Structure:

In preparation for the focus group discussions, a detailed discussion guide for use by the moderator was developed. Open-ended questions were designed to elicit as much information as possible on a variety of issues related to ETV services and programming.

The Focus Groups were conducted by Dr. Brenda Hankins and Dr. Savan Wilson in four Mississippi locations. In addition, Dr. Wilson attended three focus groups held by Mississippi Educational Television on April 22-23, 1993. The ETV Focus Groups were facilitated by Mr. Skip Hinton, President of SECA, Columbia, South Carolina. The tapes from these sessions are available in this study as they provide important information on the needs of state agencies and institutions of higher learning

Procedures:

1. All procedures and discussion topics will be approved by ETV.
2. Proceedings will be audio recorded. Participation will be documented with a sign-in sheet. Refreshments will be provided.
3. A summary of each session will be written.
4. Two focus groups will be held at each of four locations, one for public day care providers and one for private day care providers.
5. The public child care providers focus groups will be held at the Head Start Agency, and a minimum of six public providers will be invited.
6. The private child care providers focus groups will be held at a mutually agreed upon location, and a minimum of six private providers will be invited.
7. Individual interviews at each location will be held with local literacy providers.

Discussion Questions for Focus Groups and Interviews

1. **Do you watch ETV? What do you watch? How much?**
   Warm up Questions; clarify what ETV is
2. **Do you use ETV in the child care/adult education setting?**
3. **What do you watch?**
4. **How do you use it?**
   A. Set it up and let participants/children watch it
   B. Watch it with them, answering a few questions
   C. Provide constant interaction and discussion, use as a "lesson"
5. **How much do you use it?**
   Number of hours per day/per week
6. **Do you know of any study/research that has been done in this area regarding how instructional television affects its viewers?**
   A. Who--your agency, another agency, your group, another group, students
   B. What--formal or informal; term paper, thesis, class project, individual interests
7. **What else or what different programs would you like to see on ETV?**
8. **What services have you received from ETV? What services could ETV provide that you think would be helpful?**
9. **Looking at the ETV schedule that I have given you, which programs have you seen, are they on at times convenient to you, are the programs the right amount of time (would like to see them longer/shorter), and do you ever tape programs to review at a later time?**
10. **Would you like to see more or less programs on (preschool ready to learn) (adult education literacy)?**
11. **Have you ever used any of these printed materials from ETV?**

Question for Adult Education and Job Enhancement Providers

12. **Have you seen or used the MS ETV GED series? What did you think about the series?**

General Viewing for ALL

13. **Would you like to see more or less on "how to" programs--building, gardening, cooking, etc?**

BEST COPY AVAILABLE

Meeting Locations and Meeting Date

1. Starkville	February 17, 1993
2. Clarksdale	February 24, 1993
3. Jackson	February 25, 1993
4. Gulfport/Biloxi	March 15, 1993

General Itinerary

MorningInterview - Public Education Adult Education Provider
Morning/Afternoon-Community Job Enhancement Provider
Afternoon-Public Child Care Providers Focus Group
Afternoon/Evening-Private Child Care Providers Focus Group

GENERAL FINDINGS: PRIVATE CHILD CARE:

Utilization:

Use of Mississippi ETV programming in child care centers varied from no use to viewing Barney, Lamb Chop, and Sesame Street regularly. Most private child care providers did not know about other programs that are available or print materials that would extend learning. However, two of the participants had written to ask that Letter People be returned to the schedule this year. Many of the participants stated that it would be helpful to receive more information on programs and when they are aired.

Most participants use of instructional television is limited with five participants indicating that they would not use the programming more than 30 minutes a day. The greatest amount of use time wa 5 hours per week. Another used Sesame Street, Mr. Rogers, etc. two or three times a week. Most use the programming as a "transition" activity, for example, during the time children are being dropped off or picked up, after break, or settling down after lunch. Generally, the amount of time devoted to readiness programming seemed adequate, but more time devoted to information for the teacher was requested. The only barriers to use was getting the programs taped and finding appropriate times to use them in the child care program

Programming:

* Request to return the Success Express program
* Readiness programming adequate
* Include more specific programming for children during the evening hours
* Produce a program on what really works in child care in Mississippi
* Real lack of knowledge about programs, print, and other resources Better communication needed
* Programs on health and safety
* Sing-along programs
* Science programs

Staff Development:

All participants indicated it would be helpful to have more information about what programs are on ETV and the content of the programs. They also indicated they would like to have more staff development, such as the programs Julie Mabus had on ETV several years ago.
One group recommended 12 to 2 pm and after 6:00 pm (two groups) would be better times for ETV to broadcast staff development.

Broadcast Times:
Some of the participants tape programs for later use with noon to 2:00 being easier to release someone to tape programs. A couple of the participants suggested that 10:30 am would be a better time to use live broadcasts rather than earlier or later in the day.

The times the programs are now broadcast are usually used for "transition" and not as much for directed learning. Tape availability, knowledge of how to tape off air, knowledge of programs available, and training for child care providers would all be helpful to increased use.

GENERAL FINDINGS: PUBLIC CHILD CARE- HEAD START:

Note: In all instances, the participants seemed pleased we were asking about their use of ETV programming. At the least, the personal contact was beneficial in providing information (telephone contact numbers, information on current programming) to this population.

Utilization:

Most centers indicated they did use MS ETV in their educational setting. Barney, lamp Chop, Mister Rogers, and Long Ago and Far Away were viewed the most. As with the private group, most public child care providers did not know about other programs that are available or printed materials that would extend learning. Most use tapes instead of live broadcast. It was interesting that a large number of centers did not have access to cable and did not know how to receive ETV. A schedule guide from ETV for early childhood would be helpful. A majority of the participants (in any group) had seen printed materials from ETV or knew of services available

A few of the participants use instructional television approximately 15 or 20 minutes two or three times per week. Only one participant was taking part in the Sesame Street PET Program. A number stated that the amount of time was about right and that they would not use it much more than they currently do. Participants in the Jackson area were using it more.

Programming:

- Dramatic play, such as having youngsters play the role of the doctor or policeman, language development, preparing for the ACT(?), study skills, and safety.
- Programming that promotes social development and skills
- How to handle being home alone, crime, and strangers
- Health, foods and nutrition, and social skills such as sharing or belonging
- How to help parents work more effectively with children
- Programs that include singing and "raps"-"something with a beat"
- Sex education (one person), language development
- Science programs

Staff Development:

There were few comments on staff development except to say they are interested in using educational television in the center's but need to have more information on MS ETV and assistance on how to make programs available in the classroom. Printed materials, broadcast schedules, and easy access to duplicated tapes would assist in the use of MS ETV at centers.

Broadcast Times:

Many of the participants tape programs for later use. Favored air times would be 9:30 or 10:00 am. Again, tape availability, the knowledge of how to tape off air, and knowledge of programs available would all help to increase use.

GENERAL FINDINGS: ADULT EDUCATION & JOB ENHANCEMENT:

Utilization:

Most of the locations visited used Mississippi ETV programming in adult education and job enhancement centers to some degree. Although Mississippi ETV provides the GED series through the tape duplication center at a very reasonable cost, none of the providers had purchased it from ETV. One user borrowed programs from the public library. Most ETV programs suitable for literacy programs are not used due to the cost of workbooks, lack of knowledge about actual content of programs, lack of knowledge of copyright, and just not being aware of what is available.

The Clarksdale Literacy Program used programs the most. Biloxi Community Program did not use any television , did not know what was available and did not have a TV that could receive ETV. (The facilitator tried it - and got a very poor signal). All participants learned about ETV programming and services as a result of the visit. Few had ever had any contact with ETV and did not know about the Resource Book or any other printed information available from ETV.

The Jackson Education Center used 3-2-1 Contact and Ghostwriter in their after school program. The GED series was used but in a limited way due to the need for a 7th or 8th grade reading level for success with this series. One group thought it would be interesting to survey the actual program participants.

Programming:

* Life Skills/coping skills
  - how to check packages before purchase
  - using food stamps
  -discipline
  -how to avoid being a crime victim
  -cooking with commodities and food stamps (not gourmet!)

* "Relative" Knowledge
  - how a car works
  - geographic location in relation to another
  - strategies for problem solving

* Health and nutrition

*	Home repair shows not helpful to these students - most live in public housing; plumbing is same problem

*	Would like a program set up on the Oprah Winfrey format. Culturally and racially sensitive and presented in a clear and concrete format.

*	Just Around the Corner more beneficial if updated and if it related more to the means and circumstances of program clients.

Staff Development:
All participants indicated it would be helpful to have more information about what programs are on ETV and the content of the programs. They also indicated they would like to have more staff development. The workshops held several years ago on what was available and how to tape sponsored by Pizza Hut was helpful.

It would be helpful for each program leader to receive substantial information on what is available, content of programs, workbook information, and block feeds.

Broadcast Times:
Time of program broadcast is not significant. Taping is done for individual and block feeds. Schedule and tape duplication information is very important. The broadcast time for both GED and Learn to Read is not used very much due to competition with favored programs such as soap operas.

Clarksdale Focus Group

Private Child Care

Tynes Building, Clarksdale Public Schools

February 24, 1993

Four private child care providers attended the meeting at the Tynes Building, Clarksdale Public Schools. When asked what MS ETV programs they watched, the participants mentioned an underwater archeology program, all wildlife programs, NOVA, Nature, National Geographic, and McNeil/Leher News Hour. They reported that their children watched Carmen SanDiego, Ghost Writers, Reading Rainbow, and Sesame Street.

Lamb Chops and Barney were watched at the child care programs as well as Sesame Street. Two members of the group had written to ask that The Letter People be returned to the schedule. Some programs used ETV programming during rest time with specific content being used in lessons occasionally.

One child care program watched Sesame Street live in the early morning. Other participants indicated they taped programming for use at a more convenient time. One child care program cannot receive the ETV signal and another program has a media person who provides schedules and materials and tapes the programs for the teachers.

The participants at the meeting, other than the one with the media person (St. George's School),had not seen printed materials from ETV.

There was some confusion among group members concerning which time they watched what programs, because, along with the MS ETV signal, they also receive the Tennessee ETV signal.

One participant commented on how much the young children are picking up from programs such as Sesame Street even before they begin the child care program.

The participants were not aware of any research that had been conducted relative to instructional television.

Suggestions for additional types of programs included any program that would encourage the children to think and work through concepts or procedures, programs on science and social studies, and the programs that take the students to interesting places, such as a crayon factory or a farm. They also mentioned that programs on the holidays explaining what they were and why they were observed would also be beneficial. Interactive programs were also suggested.

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The participants indicated it would be helpful to them if they had more information about what programs were on ETV and the content of the programs. If the teachers knew what ETV content was available to support the basic lessons they teach, they would be more likely to use it. They also indicated they would like to have more staff development, such as the programs Julie Mabus had on ETV several years ago.

When asked if they thought there should be more or less programming on readiness, one participant stated that in general there ought to be more. For example, they would like to see more on the environment and perhaps on science and science fairs.

Members of the group stated that they appreciated what ETV did offer and that they enjoyed watching some of the programs as adults.

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Jackson Focus Group
Private Child Care
Briarwood Baptist Preschool
February 25, 1993

Ms. Earlene Goodman of Briarwood Baptist Preschool hosted the focus group meeting in her center. Seven private child care providers attended the meeting. Participants stated they watched MS ETV, including such programs as Home Time and This Old House, National Geographic, Mississippi Roads, CNN Newsroom, and McNeil/Leher News Hour.

One participant indicated her center was using the PET program with Sesame Street. She rated it highly successful. Another participant was a guest on the Language staff development series taped the previous day.

Only one participant indicated her center was not using MS ETV. She stated the reason for this was that they were simply not aware of what was offered and that she hoped to learn more during the meeting. Programs watched by the other centers included Sesame Street, Mister Rogers, Barney, and Lamb Chops. Some centers viewed programming as much as five hours per week.

ETV programming was used while the children were waiting for their parents to come and pick them up, for watching programs with the teacher in the room, to engage the children and teachers in question-asking and responding, and for staff development for child care providers.

It was recommended that 12 noon to 2 PM or after 6 PM would be better times for ETV to broadcast staff development. During noon to 2 PM, it would be easier to release someone to tape the program. A couple of participants suggested that 10:30 AM would be a better time to use live broadcasts for the children rather than earlier or later in the day. One center used an automatic timer to tape selected programs. All programs in Jackson indicated they could receive the ETV broadcast signal. There was interest in learning more about the copyright laws. The only barriers to use were getting the programs taped and finding appropriate times to use them in the child care program.

Another child care program was only a half day program, and, therefore, the amount of time devoted to instructional television was very limited. This individual indicated that the tape duplication service of ETV was very helpful in getting the programs needed and in having a higher quality tape to show.

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When asked if more or less readiness programming should be offered, participants were slow to respond. Suggestions were that programming that not only involved the children but also included tips for teachers would be helpful. There was also a request for returning the once broadcast Success Express program. Generally, the amount of time devoted to readiness programming seemed adequate, but more time devoted to information for the teacher was requested.

General suggestions were to include more specific programming for the children during the evening broadcast hours, as ETV would be a "safe" alternative to regular television programming. Programs centered on animals and other interests of children could be used. Vulgar language and violence should not be included in the programs, and the programs should be multi-cultural, multi-age, and non-sexist. For example, a social studies series program that gave the children a chance to travel to interesting and unusual places would be helpful. The safety responsibility has limited the opportunity to take children on field trips to such places as a bread factory. This programming could include information on current events, such as the inauguration, and provide accurate and honest information on community helpers, such as visiting a doctor or hospital from the child's perspective. Programs relative to health and safety were also recommended. Better communication on what is available would also be helpful.

A suggestion was made for ETV to produce a program on what really works in child care in Mississippi. This could be taped in different locations actually interviewing those people and seeing the programs that are successful in specific areas, such as playground equipment or teaching specific concepts.

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Starkville Focus Group

Private Child Care

Creative Learning Center, First Baptist Church

February 17, 1993

Five private child care providers attended the meeting at the First Baptist Church in Starkville. When asked what MS ETV programs they watched, the participants mentioned Evening at the Pops, NOVA, Mississippi Roads, Live at Lincoln Center (based on what entertainment is scheduled), and the McNeil/Leher News Hour.

Use of MS ETV in the child care centers varied. One provider who is not currently using ETV attended the meeting because of her interest in beginning to use it. Two participants indicated they did not use it because the children seemed to be more interested in actually participating in activity than observing activity. One provider is currently using Sesame Street tapes ten minutes or so every day or so. Another provider, who previously was philosophically opposed to television with younger children, is now using ETV as a transition activity, for example, when children come in after recess or settling down after lunch. This provider uses Sesame Street, Barney, and Mister Rogers two or three times a week. It was also mentioned that ETV had been used during the time the parents were dropping off or picking up the children.

The participants indicated that if the programs could be more interactive, they might increase their use. They liked the sing-along programs and felt the children benefitted more from this type. One person suggested that a developmentally appropriate Reading Rainbow program would be good for the young children. It was mentioned that the programs could involve a pause that would allow the children time to think about a question and then to respond verbally.

The only research of which the participants were familiar involved the Fiber Net program at Mississippi State University.

Though some private child care facilities do not receive the ETV signal, tapes are made at home and brought to the center. The participants suggested that the broadcast time could never be convenient because of the varied schedules. It was mentioned that staff development for child care providers (such as the current Language Series) would be more convenient if aired after 6 PM.

When asked if more or less programming for readiness was needed, the participants indicated they would still be selecting from what was available and would not use the programming more than 30 minutes a day. They felt that basically enough programming was currently available. They agreed they would be more sensitive to using ETV if they knew more specifically what programs would be on when for which age groups and what content would be addressed through the programs.

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The group expressed appreciation for the effort and options currently being provided by MS ETV. They stated their greatest need area was probably in staff development and training for child care providers.

One idea they had for additional programming was a series based on the "Big Book" concept used in early childhood education.

Gulfport Focus Group

Private Child Care

March 15, 1993

The focus group meeting was held in a neighborhood school with two people attending. Both participants viewed ETV programs on their own and were frequent home users and used programs in their teaching. One participant worked with home bound students. The participants were well aware of programs and conversant and owned additional materials such as computer programs with Carmen SanDiego. One participant was in charge of getting fellow private care teachers at the meeting, but only one other person attended. She was a Kindergarten teacher in the public school.

The participants use Reading Rainbow alot and like the theme approach. Sesame Street is used for some reinforcement and as they are transitioning from one activity to another. Children seem to be more interested in Sesame Street with the new stars and new singers such as rappers. All like programs with songs. Televison is used approximately 30 minutes a day or less. The most Important time for her students each day is mid-morning, so she does not use TV in morning except Sesame Street as children are coming into school. Participant does use it briefly in the afternoon on tape.

Programming:

Programming needs were discussed with the participants making several suggestions:

- Did not know what is available for parents and needs parenting programs as they try to get parents more interested in reinforcing learning with children. Need very specific ideas to use cereal boxes for learning, TV for education, etc. Idea for title "Working Wonders".
- Did know how to find Cursive Handwriting or the Letter People due to not being in book.
- It would be helpful for teachers to send home information on when good programs for that age group are actually on. The flyer sent out on using television with children was good, but needed times on it.

- Science programs are needed for this level.

- General nutrition and preparing foods
(Slim Goodbody is good - more overall health)

Staff Development:

Getting the message is very important. Neither participant knew about ITV-FYI and thought the broadcast time was a bad time. One did not know about the Resource Book and would be very interested in what was available. They did not know about ITV newsletters or block feeds. The teacher who used it the most did not know about teacher guides and wanted to know more about availability. Mentioned a Mr. Roger's activities book that was very helpful. (Facilitator later purchased book for grandson from the Learning Store and thought it was excellent)

Broadcast Times:

Use mostly on tape. One participant was very interested in the taping center. A special speech series produced by Mississippi ETV recently was noted. One particpant had asked for the availability of tapes for this specific program and no one knew if they would be available. It would be helpful if all ETV-produced materials were available even for a limited time near original broadcast.

Both participants liked Sesame Street available early in morning and at noon. Teachers are using them as they get ready for school and as they go to lunch. Not used as much for instruction or reinforcement.

Facilitator enjoyed meeting with these two energetic and enthusiastic teachers and thought the communication and sharing of information was beneficial.

Jackson Focus Group

Public Child Care: Head Start

Jackson, MS

February 25, 1993

The focus group meeting was held with parents, teachers, and administrators from the Jackson area Head Start Program who are participating in an ETV training program coordinated by Ms. Randall and Mr. Hall. Fourteen individuals participated in the focus group meeting held in Room 2-9 of the Universities Center.

Participants indicated that they enjoyed watching Barney, Lamb Chops, Mister Rogers, Long Ago and Far Away, NOVA, GED Series, Math Works, and Carmen SanDiego.

Most Centers indicated they did use MS ETV in their educational program. Programs mentioned included Sesame Street and Barney. Teachers make a conscious effort to include the programming in the Center schedule.

All parents indicated their children watched ETV at home, watching those programs previously mentioned as well as Reading Rainbow, Square One, Mister Rogers, and Carmen SanDiego. Parents indicated their children watched MS ETV about every afternoon.

Head Start Centers reported using ETV programming by having the students watch and listen to the programs. It is also used to teach certain concepts. One participant reported that the teacher did not have to say much as Barney did all that was needed, and they could all just watch it. When ETV is being used, it is generally a group activity with all students participating. Teachers will typically follow up a program by having the students paint or draw or by leading the students in singing the familiar songs from the program. Parents indicated that their children would come and ask what certain words or things presented on the programs meant, sometimes as late as a week later.

Center representatives indicated that they used tapes rather than live broadcasts, and some parents said they taped programs for later viewing. If teachers were going to use live broadcasts, 10 AM would probably be the best time. One teacher indicated that if they all watched live broadcasts, there would not be enough equipment for all teachers to use.

No one at the focus group meeting knew of nor had participated in research relative to instructional television.

Programming ideas included dramatic play, such as having youngsters play the role of the doctor or policeman being seen on the screen, language development, preparing for the ACT, study skills, and safety.

Participants indicated they had not received any services from ETV but stated that the Center Directors probably worked with ETV. None of the participants had seen printed materials from ETV. Services requested from ETV included some type of schedule guide.

Reactions were mixed in response to the question of needing more or less readiness programs. After one parent expressed a need for programming that would promote social development, others said that programming that included social skills development would be helpful.

The participants stated they enjoyed the general "how to" programs presented by ETV. They did not come up with additional topics that should be included.

When asked if there were additional comments they would like to share, one person said that staying on the air later would be good. It was mentioned that ETV could also provide specific content for children on how to handle problems such as coming home alone, crime, and strangers. Parenting skills programs would also be helpful as well as staff development training for teachers.

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Gulfport Focus Group

Public Child Care: Head Start

Gulf Coast Community Action Center
Gulfport, MS
March 15, 1993

The focus group meeting was held at the Community Action Center and 16 staff members attended from the region. Participants indicated that they knew about educational programs and used them at home, but did not use Mississippi ETV much during the day. Television programs used were on tape and brought in or purchased from commercial sources. Can afford to purchase more equipment, but vandalism is a problem, so need way to secure. Computers have been stolen. Teachers even take equipment home for security purposes and that is a liability problem too. Need to purchase more equipment.

Programming:

- Parenting skills
- Science programs for this age group
- Health and nutrition

Staff Development:

Need information on how to use programs in lessons. Need to "see how to use it in action". Would be helpful to show exactly how to use selected programs in a day. Spelled out 1,2,3 with key words, objectives, etc. Facilitator told group about teacher guides and group thought would be helpful but did not know about them. Seemed to want more information directly geared to Head Start. For instance, if someone could write up specific plans for Head Start providers using some of the series.

Communication important. Most of the participants did not discuss needs or use. Most did not seem aware of schedule or any available print materials. None of the participants knew about the PET project but were interested in project.

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Broadcast Schedule:

Did not think they could receive any channel but WLOX. Only recently realized that they could get a clear signal for channel 19 in the area. Thought the signal had improved recently. TV was in director's office and she realized it as she switched channels. Most participants did not use ETV programs regularly and would probably use on tape. Broadcast times did not seem to be an instructional factor. Did like times early childhood programs were on for home use.

Clarksdale Focus Group

Public Child Care: Head Start

Clarksdale, MS
February 24, 1993

After a discussion with Mr. Reuben Smith, Director of the Head Start Programs in the area, he requested that I visit with teachers at the Stanley Street Center. This Center is not equipped to receive Mississippi Educational Television.

Six teachers, including the Center Director, participated in the focus group meeting.

Most participants reported familiarity with ETV programs such Reading Rainbow, Mister Rogers, and Barney.

When asked what programs they would like to view on ETV, they mentioned Sesame Street, Barney, Lamb Chops.

When asked how they would use the programming, they indicated they would use it to work on students' listening skills and to encourage students to read. They were particularly interested in programs that included readiness information on letters and colors, and indicated they would probably use ETV programming about 15 or 20 minutes two or three times per week.

Participants indicated they typically found out what was on ETV by watching the channel at home. None of the participants had ever seen printed materials from ETV nor, to their knowledge, had they been contacted by anyone from ETV. They reported that they had not participated in any research related to instructional television nor were they aware of any such research having been conducted. One participant stated she had worked in a private facility that did use the ETV program The Letter People.

Topics they would like to see programming on included health, foods, and nutrition and social development skills such as sharing and a feeling of belonging. One participant indicated that these types of things are included in the Sesame Street program. They were also interested in programming that would help parents work more effectively with their children.

When asked for the ideal program that students at the Center might enjoy watching, participants stated that programs that included singing and raps--"something with a beat"--would be well received.

Participants stated that the ideal time for live broadcast of programs for their use would probably be around 9:30 AM. Different groups of the students at the Center are on different time schedules, and it would, therefore, be impossible to find a time convenient to all students.

When asked if there was enough programming to choose from or if they would like to see more, participants indicated there seemed to be enough from which to select.

The participants seemed interested in using educational television in their Center. They indicated that the Education Director and Head Start Director needed information on MS ETV and needed to provide assistance in making ETV available in the classrooms. Printed materials, broadcast schedules, and access to duplicated tapes would assist in the use of MS ETV at the Center.

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Starkville Focus Group

Public Child Care: Head Start, Prairie Opportunity Inc.

West Point, MS

February 17, 1993

Approximately fifteen Head Start Centers were represented at the meeting held at the Fifth Street Head Start Center.

Most participants reported familiarity with Mississippi Educational Television. When asked what they viewed as adults, the comments included: Everything, Barney, Reading Rainbow, NOVA, Sunday night "nice thing from England", movies--Thurgood Marshall, and Carmen SanDiego.

Approximately four of the Centers reported using ETV in their educational setting. Programs viewed included Lamb Chops and Sesame Street. The programs were used to build lessons around, such as language development and letters of the alphabet. One of the Centers is participating in the Sesame Street PET program.

Others reported they were not using ETV because the Centers were not cable ready and could not receive the broadcast. Some indicated the programs were not broadcast at a convenient time; others indicated they did not know what was going to be broadcast. Several Centers stated they did not have the equipment necessary for viewing ETV.

None of the participants had ever seen printed materials from ETV nor, to their knowledge, had they been contacted by anyone from ETV. They reported that they had not participated in any research related to instructional television nor were they aware of any such research having been conducted.

When asked if they would like to see more or less early childhood readiness programs, they were indecisive. When asked how much more they would use ETV programming, they indicated they would not use it much more than they currently do.

Topics they would like to see programming on included sex education (one person), language development, science, information for working more effectively with parents, and current events for young children, such as Black History Month and other such celebrations. In the area of language development, the participants commented that the programs most suited for young children included multiple opportunities for the children to interact with the program, such as singing and talking back to the moderator.

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Jackson Interview

Job Enhancement, Governor's Office Program

Mr. Bennie Byrd and Mr. Billy Roberts

March 5, 1993

Mr. Byrd is the coordinator for the Jackson program, and Mr. Roberts is the assistant principal for the student program offered through the Career Development Center.

Mr. Roberts enjoys watching the "how to" programs on cooking, home repair, and gardening. Mr. Byrd occasionally watches the movies that are broadcast on the weekend. Because he works in the afternoon and evening, he also watches some of the educational programs broadcast during the morning.

When asked if MS ETV was used in the program, Mr. Byrd stated that instructional television was not used. His program is set up with interactive computer programming for all students. Some of the ETV programming is used in the day program. Mr. Roberts commented that programs are taped to be used at a later time. For example, they are taping the child care series that is being broadcast now. A program that was broadcast a number of years ago on driver's license was recorded for use as appropriate. The GED series is not used. Mr. Roberts works with students in the vocational area only, and Mr. Byrd works on literacy skills as they relate specifically to the job requirements.

Neither participant was aware of any research relative to literacy and instructional television.

When asked what kind of instructional programming would be beneficial to the students in the program, Mr. Byrd suggested programs that addresses skills related specifically to jobs in the business field. This would include such topics as business math, business English, computers, and how to utilize technology in the job setting. Programs that demonstrate specific vocational areas such as automotive or carpentry would also be helpful. Programs of this type are available through private producers but cost limits the district's ability to purchase instructional programming.

More instructional programming is needed that would demonstrate the integration of academics and vocational. Programming is needed on how English, math, and science are necessary for and relate to specific vocational areas. A major thrust for education at the current time is to demonstrate the relationship between academics and vocational areas.

Printed materials from ETV in the form of a brochure on what is available and what could be purchased to go with the program are received about three times a year.

The actual broadcast time of MS ETV programs is not significant; programs can be taped for use at more convenient times.

In terms of additional comments or suggestions, Mr. Byrd suggested that he would appreciate having college level courses for general self-improvement broadcast on MS ETV. Mr. Roberts commented that staff development programs for teachers on classroom management, discipline, and general teaching skills would also be helpful. Programs that involve the students more in interaction with what is presented through the broadcast would stimulate the interest of the students. Mr. Byrd commented that in general terms MS ETV does a good job with programs for younger students and adults, but he felt that programs geared to the older adolescents should be increased.

Clarksdale Interview

Adult Education

Ms. Barron, Adult Education Teacher

February 24, 1993

Ms. Barron, teacher at Higgins Junior High School, was interviewed for the study. Mr. Pittman was away from his office on the day of the interview.

Ms. Barron watches MS ETV. She particularly enjoys the "how to" programs on Saturday mornings.

As an adult education teacher, Ms. Barron uses the GED series in her classes. She checks the series out of the public library and has used the English and math programs. She does not have access to the accompanying workbooks. The program is not used very often.

When she has used the program, it has not typically fit into the lesson. She watches the program with the students and engages in discussion with the students. She does not have access to information about what is on the particular program she is viewing. Ms. Barron has not received any printed materials or other services from MS ETV as an adult educator. As a junior high English teacher, however, she has used MS ETV programs and has received information through the school media person.

Ms. Barron is not aware of any research on adult literacy and instructional television.

Ms. Barron would like to see more programming on adult education issues. When asked what additional programming she would like to see on MS ETV, she commented that programs on life skills and on how to present oneself would be helpful. Programs in general that would prevent the adult being taken advantage of would meet a need of her students. For example, content could address how to check the packages before purchasing and see if the price marked on the package is the correct one.

She stated that the broadcast time of the program is important and that it would be necessary for the programs to be taped so that they could be used at a convenient time.

Additional services that she would like would include schedule information and information on the tape duplication service offered by ETV.

Jackson Interview
Adult Education
Ms. Wanda Holley, Jackson School District
February 25, 1993

Mr. Gene Vinson recommended that Ms. Holley be interviewed for the study. The meeting was conducted in Ms. Holley's office. Her program serves those students who are age sixteen and above and who are out of school.

She enjoys watching some the mystery series programs on ETV as well as some of the documentaries and animal shows. She has always enjoyed Shari Lewis on the Lamb Chops program, and she watches the Mississippi Outdoors program. She commented that Howard Lett's Forum program was also important to her. The children in her house have watched Sesame Street.

The 3-2-1 Contact program and the Ghost Writer series are used in the after school program provided by the Jackson School District.

The GED series is used as part of the adult education curriculum. Some of the district students were used during the development of the writing part of the series. The actual way the series is used with students is dependent upon the needs of the students in the program with the series being used in a variety of ways. The series is also being used in the JOBS program (Job Opportunity and Basic Skills). At least a seventh grade level is needed for success with the GED series program.

Ms. Holley was not familiar with any research relative to instructional television and adult literacy.

The Bill Moyer Healing and the Mind program is being taped for use in the adult education program. Ms. Holley had received information directly from the program producers.

Additional programming that would be helpful would address the life skills of the students, such as using food stamps, exercise and nutrition, health, parenting, and coping skills. These and other programs that would build the self-esteem of students would assist in promoting the goals of the project. Ms. Holley also suggested that perhaps MS ETV would be interested in surveying the actual program participants and ask them what they would like to see more or less of on ETV.

When asked what services had been received by the program, Ms Holley commented on receiving a program schedule. She suggested that an additional service might be receiving teacher guides and information on additional reading for students relative to the content presented in the program.

Ms. Holley commented that some of the programs that would benefit her students are offered at broadcast times that compete with other programs often watched by the participants, such as soap operas. Only those who are highly motivated to watch the GED series will select that program over one they more enjoy watching.

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Starkville Interview

Adult Education and Job Enhancement

Dr. Merre Dorman, Starkville Public Schools

February 17, 1993

Dr. Merre Dorman is reponsible for both the Adult Basic Education Program and the Governor's Office Job Enhancement Program. The interview was conducted in her office in the Greensboro Center.

Dr. Dorman is very familiar with MS ETV and receives the monthly schedule.

She uses the GED Series and workbooks in her program, primarily for individual remediation or reinforcement and as homework. Due to the self-confidence level and educational level of her students, more personal contact with the teacher is important. Further, a solid eighth grade level is necessary for success in the GED series, which is higher than that with which many of her clients enter the program.

Other ETV programs that have been used in the program include NOVA type programs, Mississippi Roads, Learn to Read, and Getting Ready. Carmen SanDiego is an appropriate program based on the students' educational level but is not appropriate developmentally. Dr. Dorman indicated that her students might respond to programs that were set up on the Oprah Winfrey format and were developmentally appropriate for adults.

Programs from ETV that focus on the day-to-day issues faced by the students would be helpful. These might include how to avoid being a crime victim and how to deal with drug abuse and related topics. Survival skills programs, such as how to use judgment in health, nutrition, and shopping, were requested. Programs demonstrating parenting skills, particularly in the area of discipline, would be beneficial. Dr. Dorman also suggested that work related skills programs, such as preparing a resume and presenting oneself, would meet some of the needs of her students.

Dr. Dorman had not seen the ETV Resource Catalog. She stated a need for additional information on the copyright laws relative to using ETV programs.

Additional ETV "how to" programs would be helpful in areas that relate to the lifestyle and income level of the students. For example, rather than gourmet cooking, cooking related to dishes developed from commodities and food stamp purchases would be helpful. The programs would need to be culturally and racially sensitive and be presented in a concrete and clear format. Because most students reside in public housing, home improvement programs are not useful. Programs that promote family life and communication skills might be helpful.

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Dr. Dorman suggested that a program series on developing a "cottage industry" or practical small business ventures might be successful. "Relative knowledge," such as how a car works, where one geographic location is in relation to another, strategies for solving problems, and programs that promote thinking skills, would meet needs of her clients.

The actual times the programs are broadcast is not an issue for Dr. Dorman. She has access to a media person who does taping for the district.

The only research of which she was aware was something related to the Learn to Read project that was conducted several years ago.

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Biloxi Focus Group
Moore Community House
Adult Education and Job Enhancement

March 15, 1993

The focus group meeting was held in the Moore Community House with six staff attending. Most participants viewed ETV programs on their own and were frequent users. Some taped programs were brought from home for class use. The programs cited were from the major networks and not from ETV. They did not use any ETV programs in this center due to the lack of receiving the signal. Facilitator tried to "tune" the signal in and could not on the older TV).

The facilitator began the meeting by mentioning series that could be used for adult education and discussing some of the printed materials available. This seemed time well spent and elicited many questions as to content, etc. The questions for focus groups were asked.

None of the participants had previous contact with ETV and did not know about the GED or other literacy materials, although they used other published materials on the GED. Seemed very interested in buying it and were provided the tape duplication form and telephone.

Programming needs were discussed with the participants making several excellent suggestions:

- How to fill out forms - interesting conversation on the use of words used in most forms (exempt, non-compliance, etc.) that students do not understand.
- Self esteem issues
- A program would be good similar to "Schools That Work" set in Mississippi for the disadvantaged. Mentioned a church group in Meridian doing an excellent job in economic development.
- Work with more agencies that cross over this population and develop a plan for action that will meet the needs of this population (the functionally illiterate and economically disadvantaged)
- Ask students to "sit on an advisory committee" regarding needed programming/productions.
- provide a sample tape to each of the literacy centers with examples of programs, print, costs, duplication center, how to use, etc.

All participants were very interested in knowing more about Mississippi ETV programming and services and hoped more would be done to communicate with this important population group.

Workshops, specific information sent on a regular basis would be helpful. Posters to remind students to view programs at home could also help. The group interviewed mentioned how pleased they were that ETV cared enough to send someone to find out about their needs.

Clarksdale Interview

Job Enhancement, Governor's Office Program

Sr. Anne Whitehead

February 24, 1993

Sr. Anne was interviewed in the Carnegie Public Library, which houses the central office for her program. Sr. Anne's program was part of the original JTPA pilot project in Mississippi in 1985.

Sr. Anne indicated that she carefully selects the programs that she will watch. She mentioned enjoying the recent program with Bill Moyer on the Mind and Healing. She enjoys drama and misses the American Short Story series that has been broadcast in the past. She has also watched several of the American Experience series.

In her literacy program, Sr. Anne has taped the Learn to Read series from the block feed and has used it twice as the content of her reading program. She uses the workbooks and has a teacher that does the follow-up activities and reinforcement and drill. She mentioned using the series Just Around the Corner. They have also used Another Page, the Challenger series, and the GED series. In February, some of the programs broadcast for Black History Month were taped and used at a later time.

The Learn to Read series can be used for basic literacy, though the GED series requires some high school for the students to be successful. Sr. Anne commented that no program can meet the needs of all students and that she works to select what would be most appropriate for the individual or small group.

When asked if she was aware of any research that had been conducted relative to literacy and instructional television, she commented that in October of 1991, the Governor's Office of Literacy had commissioned some study relative to Learn to Read and Another Page.

Sr. Anne would like to see more programming relative to adult literacy. She suggested that programming on life skills, parenting, health and nutrition, how to use food stamps effectively when shopping, and job skills would be beneficial. The pictures and settings must be practical to the adult learners served by her program. Also, those programs that have other adult learners with whom her clients can identify saying the things that need to be said will have a greater impact on her students. Programs that enlarge the horizon and perspective of the students would be helpful, perhaps in the areas of social studies, civics, and geography. The Just Around the Corner program could be more beneficial if it related to the means and circumstances of the program clients--who they are and what their needs are.

She commented that she would also like to see more teacher training programs.

When Learn to Read and Another Page were beginning, ETV provided the programs through block feed and also provided some teacher/tutor training programs to be used as staff development. Sr. Anne has requested and received workbooks for the programs. She suggested that perhaps MS ETV and KET could work out an agreement, similar to the GED series agreement that would make the workbooks for Another Page less expensive. Another service recommendation is that each program leader receive broadcast information that could be reviewed before the programs are broadcast.

The timing of the broadcast is not significant because programs can be taped for use at more convenient times. Sr. Anne commented that the block feeds are more helpful as these facilitate and promote the taping of the programs.

"How to" programs related to homemaking, cooking, and child care would be helpful. Those programs that relate to home repair and plumbing would generally not be appropriate for her students. The criteria for selecting the "how to" programs should be to broadcast those within the means and abilities of literacy program participants.

Sr. Anne stated that she wanted to commend MS ETV for trying to serve the population. She also commented that when she returned to Mississippi in 1984 she was particularly pleased to discover that PRM was being broadcast.

Starkville Interview

Adult Education and Job Enhancement

Dr. Merre Dorman, Starkville Public Schools

February 17, 1993

Dr. Merre Dorman is reponsible for both the Adult Basic Education Program and the Governor's Office Job Enhancement Program. The interview was conducted in her office in the Greensboro Center.

Dr. Dorman is very familiar with MS ETV and receives the monthly schedule.

She uses the GED Series and workbooks in her program, primarily for individual remediation or reinforcement and as homework. Due to the self-confidence level and educational level of her students, more personal contact with the teacher is important. Further, a solid eighth grade level is necessary for success in the GED series, which is higher than that with which many of her clients enter the program.

Other ETV programs that have been used in the program include NOVA type programs, Mississippi Roads, Learn to Read, and Getting Ready. Carmen SanDiego is an appropriate program based on the students' educational level but is not appropriate developmentally. Dr. Dorman indicated that her students might respond to programs that were set up on the Oprah Winfrey format and were developmentally appropriate for adults.

Programs from ETV that focus on the day-to-day issues faced by the students would be helpful. These might include how to avoid being a crime victim and how to deal with drug abuse and related topics. Survival skills programs, such as how to use judgment in health, nutrition, and shopping, were requested. Programs demonstrating parenting skills, particularly in the area of discipline, would be beneficial. Dr. Dorman also suggested that work related skills programs, such as preparing a resume and presenting oneself, would meet some of the needs of her students.

Dr. Dorman had not seen the ETV Resource Catalog. She stated a need for additional information on the copyright laws relative to using ETV programs.

Additional ETV "how to" programs would be helpful in areas that relate to the lifestyle and income level of the students. For example, rather than gourmet cooking, cooking related to dishes developed from commodities and food stamp purchases would be helpful. The programs would need to be culturally and racially sensitive and be presented in a concrete and clear format. Because most students reside in public housing, home improvement programs are not useful. Programs that promote family life and communication skills might be helpful.

Dr. Dorman suggested that a program series on developing a "cottage industry" or practical small business ventures might be successful. "Relative knowledge," such as how a car works, where one geographic location is in relation to another, strategies for solving problems, and programs that promote thinking skills, would meet needs of her clients.

The actual times the programs are broadcast is not an issue for Dr. Dorman. She has access to a media person who does taping for the district.

The only research of which she was aware was something related to the Learn to Read project that was conducted several years ago.

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TELETALK - April 8, 1993

(Tapes available for both Teletalks)

Topics:
State Network Utilization Study
Preliminary findings with emphasis on distance learning courses and ITV classroom usage in grades K-12

Panelists:
Dr. Bob N. Cage, Project Director
Dr. Savan Wilson, Project Consultant
Dr. Robert Young, Director, Division of Distance Learning, MAET

Commentator: Cynthia Bowers

ETV Producer: Stacy Doolittle

Promotion:
PSA on ETV
Bright yellow post cards mailed to about 1200 ITV Representatives, Curriculum Coordinators, Distance Learning Coordinators, and Staff Development Coordinators

The purpose and design of the State Network Utilization Study were explained at the beginning of the program. Preliminary results from the Distance Learning Survey and the ITV Representatives Questionnaire were discussed. How these results are already being used by ETV was explained.

The panelists answered 15 questions called in during the show These questions covered a variety of topics such as:
-the effect of new technology
-the need for utilization consultants to be out in the schools more like they used to be
-the need and interest in pre-school programming
-the need to let all viewers know of the services provided by ETV such as tape duplication and teachers guides
-the need from home schoolers that programming continue during the summer months
-the funding sources for ETV
-the time and selection of various programs
-the need for closed captioning for hearing impaired students

There were also 4 questions that were not appropriate and were not directed to the panel.

Possible Questions: (provided to the commentator prior to show date)

1. What is the main purpose of the State Network Utilization Study? *(graphic 1)*

   How did Educational Planners & Evaluator's get involved?
2. How is the staff of MAET involved?
3. What "groups" or "populations" are you surveying? *(graphic 2)*
4. I understand there are several "tasks" within this study- what are they and how do you plan to complete them? *(graphic 3)*
5. When you complete the surveys what are you to do with the results?
6. The MAET Board seems to have a strong commitment to this survey - What are other ways they are involved?
7. After the new initiatives are in place - how will you be sure the needs are being met to insure the best use of MAET resources?
8. I understand you have just completed the survey of those who use distance education - what were some of the outcomes?
9. I understand there are over 180 schools who are currently using distance education courses - that means a large number of schools are not using this unique type of programming to meet the needs of their students. What are some of the reasons schools are not using distance learning equipment.
10. One of the survey questions related to how Mississippi ETV could improve the use of distance education programs - what types of responses did you receive?
11. Over 45 possible distance learning courses were listed on your survey. What were the most requested distance learning courses?*(Graphic 4)*
12. Your recently mailed a questionnaire to the ITV Representatives. Tell me about that population group. (*one of most important groups in that they serve teachers on all levels and are usually the main contact in a school for television services).*
13. Can anyone write to you and provide comments or suggestions? *(Graphic 5)*
14. Tell me about the telephone interviews now being conducted?
15. Will this Survey be used to made a difference in what we see on MAET during the day?
16. Tell about additional teletalks coming up on the Survey results

Graphics Used:

Keys for Panel Members:

Dr. Bob N. Cage
Project Director
Educational Planners & Evaluators

Dr. Savan W. Wilson
Project Consultant

Dr. Robert Young
Director, Office of Distance Learning

Graphic 1

State Network Utilization Study

- Determine the instructional television (ITV) and distance learning needs of the education community.
- Determine the telecommunication/distance learning resources and aspirations of the various producers and providers in the state.
- Summarize the preceding two tasks into a written report and develop written recommendations in order to position MAET for the best use of its resources while addressing critical educational needs of Mississippi.

Graphic 2 Survey Populations

-K-12 Educators
-Parents
-Home Schoolers
-Junior and Community Colleges
-Institutions of Higher Learning
-Postgraduate Training Institutions
-GED and Literacy Providers
-Day Care Providers

Graphic 3

Task 1: Planning and Management
Task 2: Mail Surveys
Task 3: Interviews
Task 4: Focus Group Input
Task 5: Town Meetings (Teletalks)
Task 6: Review of Educational Resources
Task 7: Recommendations Report

Task 8: Monitoring and Feedback

Graphic 4:

DISTANCE EDUCATION
MOST REQUESTED PROGRAMS

- Basic English/Reading
- Spanish I
- Basic Skills Booster
- Spanish II
- Computer Science
- Science & Math Enrichment
- Applied Economics
- Algebra II
- Calculus
- Japanese

Graphic 5:

Educational Planners & Evaluators
563 Rowland Drive
Monroe, LA 71203

TELETALK - MAY 27, 1993

Topic: State Network Utilization Study
Up-date of findings with emphasis on pre-school and
K-3 program offerings

Panelist: Dr. Bob Cage
Project Director

Dr. Glenda Lester
Project Consultant

Dr. Robert Young
Director, Division of Distance Learning
Mississippi ETV

Commentator: Mary Wieden

ETV Producer: Irene Guthrie

Promotion: PSA on ETV

The purpose and design of the State Network Utilization Study were explained. An up-date of the information received was given.

The panelists then answered or commented on the 36 calls that were aired. Most of the callers were parents of pre-school and primary grades children. Several students also called. The questions covered a variety of topics such as:

- the popularity of the Barney show
- ideas for new programming such as health topics for the elderly
- budgeting factors for ETV
- information on how to participate in the survey
- the selection process for programs and the time they are shown
- comments on their favorite programs
- comments on weekend and night programming not just week day shows
- importance of pre-schoolers especially watching ETV

There were another 9 questions that were not appropriate for the program that were not directed to the panel.

A taped copy of the program is available from ETV.
-

GRAPHICS FOR TELETALK - THURSDAY, MAY 27, 1993

Titles:

Dr. Bob N. Cage
Project Director
Educational Planners & Evaluators

Dr. Glenda R. Lester
Project Consultant

Dr. Robert Young
Director, Division of Distance Learning
MAETV

GRAPHIC 1
- same as Graphic #1 before

GRAPHIC 2
- same as Graphic #2 before

GRAPHIC 3
- NEW INFORMATION

INFORMATION HAS BEEN SOLICITED THROUGH
- WRITTEN SURVEYS
- TELEPHONE INTERVIEWS
- FOCUS GROUPS
- TOWN MEETINGS (TELETALKS)

GRAPHIC 4
- same as Graphic #5 before
(the address)
(no phone)

QUESTIONS FOR TELETALK
THURSDAY, MAY 27, 1993

PURPOSE:
As before, the purpose of this TeleTalk is to provide an opportunity to discuss the State Network Utilization Study and to hear from users of Mississippi ITV/ETV programming as to the highest and best use of Mississippi ETV's production and broadcast resources. Emphasis should be placed on the call-in periods more than on any specific results of the study. Preliminary general results will be given, though.

This TeleTalk will be open for questions and/or comments from all viewers, but the primary targets are parents, day-care providers, and others who use ETV's programming with pre-school and early K-3 school-aged children.

QUESTIONS:

1. What is the main purpose of the State Network Utilization Study? (see Graphic 1)

2. How did Educational Planners and Evaluators get involved?

3. How is the staff and board of MAETV involved in the study?

4. What "groups" or "populations" are you surveying? (see Graphic 2)

5. How are you getting information from these groups? (see Graphic 3)

6. Please up-date us about the study from when with did the first TeleTalk in early April. In other words, how much of the study OR how many groups have you surveyed at this point in the study?

7. Tell me about the survey that has been sent to the newspapers?

8. What information have you already found out from parents day-care providers, and others who use Mississippi ETV with pre-school and primary grades children?

9. Have the results from telephone interviews been reflective of the results that you have gotten from mailed surveys?

10. What would you say are the most important findings of the study at this point?

11. What will the MAETV Board and staff do with the results and recommendations that you make based on this study?

12. What surprises have you found out in this study?

13. Is the study complete yet?

14. If there are viewers who would like to make comments but have not been contacted, how can they let you know their opinions? (see Graphic 4)

15. Is it too early to say which distance learning courses will be available through ETV next year? What do they cost? How do schools sign up for the broadcasts?

16. Are there other new programs that will be added to the ITV schedule next year?

17. Is ETV developing any new programs itself now?

REPEAT GRAPHIC 4 WITH THE ADDRESS OF EDUCATIONAL PLANNERS AND EVALUATORS AT THE END OF THE PROGRAM IF POSSIBLE.

POSSIBLE QUESTIONS TO BE CALLED IN IF NECESSARY

1. Can anyone get the teacher's guides to the programs, or do you have to be a teacher?

2. How can I get on the mailing list just to find out what programs and services are available?

3. How does ETV decide what programs to show at what times? Some of the programs don't fit my schedule.

4. I know when Sesame Street began, people did research to see if were effective as an educational tool? Barney is so popular now. Is anyone doing studies to see if it is effective?

5. Is there any chance that the summer schedule can continue similar to the fall and spring schedule? I am a home-schooler, and we have class in the summers too.

LET'S TALK "TELEVISION"

Teletalk

Electronic Town Meeting
for
Distance Learning Educators & ITV Liaisons

April 8, 1993
1:00 - 2:00 p.m.
on Mississippi ETV

Teletalk

We would like to talk with you about the following topics:

- State Network Utilization Study
- ITV Liaison Questionnaire
- ETV Distance Learning Survey

Any Comments?
Any Questions?
Any Needs?

We want to listen!

Call 1-800-922-9698
Thursday, April 8, 1993
1:00 - 2:00 p.m.

FIRST-CLASS MAIL
U.S. POSTAGE
PAID
Jackson, MS
Permit No. 109

Educational Planners & Evaluators
c/o Mississippi Educational Network
P.O. Box 1101
Jackson, MS 39215-1101

(post cards sent to viewers prior to the Teletalk program)

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TASK 6: REVIEW OF EDUCATIONAL RESOURCES

Determine the Telecommunications/Distance Learning Resources and Aspirations of the Various Producers and Providers in the State Including:

- **Present and future technology**
- **Present and planned programming**
- **Staff and funding resources available**
- **Institutional/organizational commitment for technology**

Dr. Savan Wilson is in process of conducting interviews with producers and providers in the State of Mississippi, researching technology trends, and taking part in numerous activities related to telecommunications in the state . A written report on this component will be completed August 1, 1993. This is an on-going process in light of recent activities on the state, national, and international level. Some aspects of the task were deleted in the initial meeting by Mr. Jaeger and Dr. Young. The following topics are still appropriate to the charge:

- Present and Future Technology
  Overview of Delivery technology (cable, satellite, fiber optic, ITFS, microwave, etc)
- Present and Planned Programming
  What programs are planned by other major television providers in the state?
- Assessment of programming direction of other states with strong ITV and distance learning divisions
  (What are the trends, programming direction, responses to needs in other states when limited delivery technology is available)

ISSUES OF INTEREST (as of June, 1993):

- Senate Resolution No. 505 Telecommunications Plan

  This adopted resolution creates a special joint committee to develop a comprehensive telecommunications plan for the state and to make recommendations thereon to the legislature; to provide for the membership and organization of the joint committee; and for related purposes. (attached)

  Mississippi ETV should play an active role in the development of any "telecommunication superhighways" envisioned for the state. It is crucial that one person at ETV is designated to be aware of state and national initiatives and opportunities related to current and emerging technology issues.

- Central Data Processing Authority (CDPA) Bureau of Telecommunications

  The Bureau of Telecommunications, a division of CDPA, now has the authority to coordinate, manage, and promote efficiency and compatibility in the acquisition, operation and maintenance of all telecommunications systems and networks used by state agencies and institutions. The Bureau shall act as the "sole customer" for all leases and purchases of telecommunications equipment and systems, including:

  Transmission facilities
  Telephone systems
  Facsimile systems
  Radio systems
  Intercom and paging systems
  Cellular Systems
  Video teleconferencing systems
  Any systems based on emerging and future technologies

Mississippi ETV has previously held an "exception" to this authority and coordinated activities related to "educational television". This may not remain the case. Mississippi ETV should monitor CDPA initiatives in this area and take an active role in telecommunications activities in the state. (information attached).

- Potential of an ALSS (PBS Adult Learning Satellite Service) consortium. Meeting will be held on June 18, 1993 with Connie Gaston, PBS Adult Learning Satellite Service, Alexandria, VA. to discuss the formation of a consortium of community college and university members. Prior to Mr. Jaeger's resignation, he had corresponded with the ALSS concerning Mississippi ETV taking a leadership role in the Mississippi Consortium. (see attached)

ACTIVITIES TO DATE:

January 24-27, 1993	Dr. Wilson attended the Association for Educational Communications and Technology (AECT) meeting in New Orleans, LA. Discussed emerging technology issues with attendees, ITV Survey needs, etc. Attended presentations related to project. Completed tenure as President of the Division of Telecommunications who afforded many opportunities to discuss distance education needs with counterparts in other states.
March 2-3, 1993	Dr. Wilson participated in a trip to South Carolina at the invitation of the Institutions of Higher Learning and

	University of South Carolina. Gained important information on distance education, digital television, ITFS transmission and survey examples.
March 10, 1993	Initiated service to EDISON (national ITV database, discussion centers, file libraries of information, forums, bulletin boards, surveys, etc.) in order to receive current information on programming and emerging technology issues.
April 22-23, 1993	Attended a Focus Group meeting held by Mississippi ETV with Skip Hinton facilitating. Attendees included state agency heads and staff, community college and university personnel. Discussion centered around distance education needs and present and future use of telecommunications technology.
May 5, 1993	Attended meeting of the Telecommunications Task Force made of up media and television directors from each of the comprehensive and urban universities. This is a " technology working committee" designated by the Vice President for Research at each university.
May 6-7, 1993	Participated in an "E-TECH '93" Compressed Video conference at Mississippi State University on emerging telecommunications technologies.
May 24, 1993	Attended meeting of the Telecommunications Task Force Central Data Processing Authority- Bureau of Telecommunications (CDPA).

August, 1994

During the preceding months, Mississippi ETV, CDPA's Bureau of Telecommunications, and a legislative committee chaired by Sen. "Pud" Graham have initiated a number of activities that will result in cost effective and cooperative ventures in the area of telecommunications. The ITFS network will soon be a reality.

After discussions with the staff at Mississippi ETV, it was decided that additional work on this area was not needed by this committee. Mississippi ETV is currently working closely with their staff if identify hardware needs for the future. Programming plans based on the resources available now and in the future are now being discussed by a number of entities. Many questions relating to a "Review of Educational Resources" will be answered as a result of the "profiles" being developed at the request of the joint MAET/CDPA committee.

MISSISSIPPI LEGISLATURE

REGULAR SESSION 1993

By: Senator(s) Graham

To: Rules

ADOPTED

~~COMMITTEE SUBSTITUTE~~
~~FOR~~
SENATE CONCURRENT RESOLUTION NO. 505

A CONCURRENT RESOLUTION CREATING A SPECIAL JOINT COMMITTEE TO DEVELOP A COMPREHENSIVE TELECOMMUNICATIONS PLAN FOR THE STATE AND TO MAKE RECOMMENDATIONS THEREON TO THE LEGISLATURE; TO PROVIDE FOR THE MEMBERSHIP AND ORGANIZATION OF THE JOINT COMMITTEE; AND FOR RELATED PURPOSES.

WHEREAS, in 1987, the Four-Lane Highway Program was enacted by the Mississippi Legislature to provide a 21st century infrastructure for the transportation of its citizens and commodities; and

WHEREAS, like the 1987 Four-Lane Highway Program, the Legislature believes that the need for a telecommunications "superhighway" should be studied in order to provide a state-of-the-art infrastructure for the transportation of high technology services, including information services, distance learning, telemedicine, telecommuting and many others which may not have been identified:

NOW, THEREFORE, BE IT RESOLVED BY THE MISSISSIPPI STATE SENATE, THE HOUSE OF REPRESENTATIVES CONCURRING THEREIN, That there is hereby created a special joint committee to develop a comprehensive telecommunications plan for the state and to make recommendations thereon to the Legislature.

The joint committee shall be composed of three (3) Senators to be appointed by the Lieutenant Governor and three (3) members of the House of Representatives to be appointed by the Speaker of the House of Representatives. The Lieutenant Governor shall appoint the chairman of the joint committee and the Speaker of the House of Representatives shall appoint the vice-chairman. The

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vice-chairman shall also serve as secretary and shall be responsible for keeping all records of the joint committee. A majority of the members of the joint committee shall constitute a quorum. All members shall be notified in writing of all meetings. Such notices shall be mailed at leave five (5) days prior to the date on which a meeting is to be held.

For attending meetings of the joint committee, each legislative member shall be paid from the contingent expense fund of his respective house per diem in the amount authorized by Section 25-3-69, Mississippi Code of 1972, and a mileage allowance and an expense allowance in the amount authorized by Section 5-1-47, Mississippi Code of 1972.

The joint committee is authorized to accept any money from any source, public or private, to be expended in implementing its duties under this resolution; however, no money derived from private sources may be expended to provide any type of compensation or defray any expenses by members of the joint committee.

The joint committee shall not hire any staff, but shall utilize the clerical and legal staff already employed by the House and Senate, and any other staff provided by a state agency pursuant to a request therefor by the joint committee.

To successfully develop a comprehensive telecommunications plan for the state, the joint committee should identify all of the diverse needs of the state and its citizens, analyze existing facilities and systems, and design an ultimate infrastructure. In order to identify needs, a broad array of telecommunications users and providers should be surveyed. Regulators, educators, transportation officials, health care providers, prison commissions, local exchange telephone companies, interexchange carriers, computer companies, broadcasters, cable companies, electric power associations and many others should participate in the identification of long and short term needs. Telecommunications offers solutions in the fields of education, transportation, health care, governmental information services, law enforcement and other areas. Each of these needs should be considered in order to design an infrastructure which can satisfy them.

Existing facilities and systems include copper cables used for telephone service; coaxial cables used for cable television delivery; fiber optic cables used to interconnect switching centers and to provide voice, data and video services; microwave radio systems; AM and FM radio transmission facilities; satellite systems; cellular and mobile systems. While all these facilities are available to meet specific needs, there should to be an integrated approach to provide efficient, cost-effective use of the total telecommunications infrastructure.

Once the needs are identified and the existing facilities and systems analyzed, planning can begin for the infrastructure of the future. The joint committee may recommend the financial resources to be used to implement the plan over the appropriate timetable. The joint committee should review present laws relating to the telecommunications industry and may make recommendations to remove any barriers which would prevent or delay implementation of the plan. The objective is to develop a plan which provides the flexibility to deploy the necessary technology at a price consumers can afford, state regulators can approve and the private sector can deliver. The ideal solution will attract industry and benefit consumers with state-of-the-art services which are universally available at affordable costs.

The joint committee shall make an annual report to the Legislature detailing its work during the preceding calendar year.

The joint committee shall cease to exist on January 1, 1996.

CENTRAL DATA PROCESSING AUTHORITY (CDPA)

BUREAU OF TELECOMMUNICATIONS

Statutory Responsibilities

Mississippi code, Sections 31-7-201 through 222 established the Bureau under the jurisdiction of the CDPA in the 1984 Reorganization Act.

Mission

The mission of the Bureau of Telecommunications is to facilitate the transmission of voice, data, video, and other electronic information media within, between, and among agencies and institutions by implementing and managing a complete statewide telecommunications infrastructure.

Duties

The Bureau shall coordinate, manage, and promote efficiency and compatibility in the acquisition, operation and maintenance of all telecommunications systems and networks used by state agencies and institutions. Governing Authorities may on a voluntary basis use state contracts and or facilities.

The Bureau shall act as the "sole customer" for all leases and purchases of telecommunications equipment and systems. These systems include:

- Transmission facilities
- Telephone systems
- Facsimile systems
- Radio systems
- Intercom and Paging systems
- Cellular systems
- Video teleconferencing systems
- Any systems based on emerging and future technologies

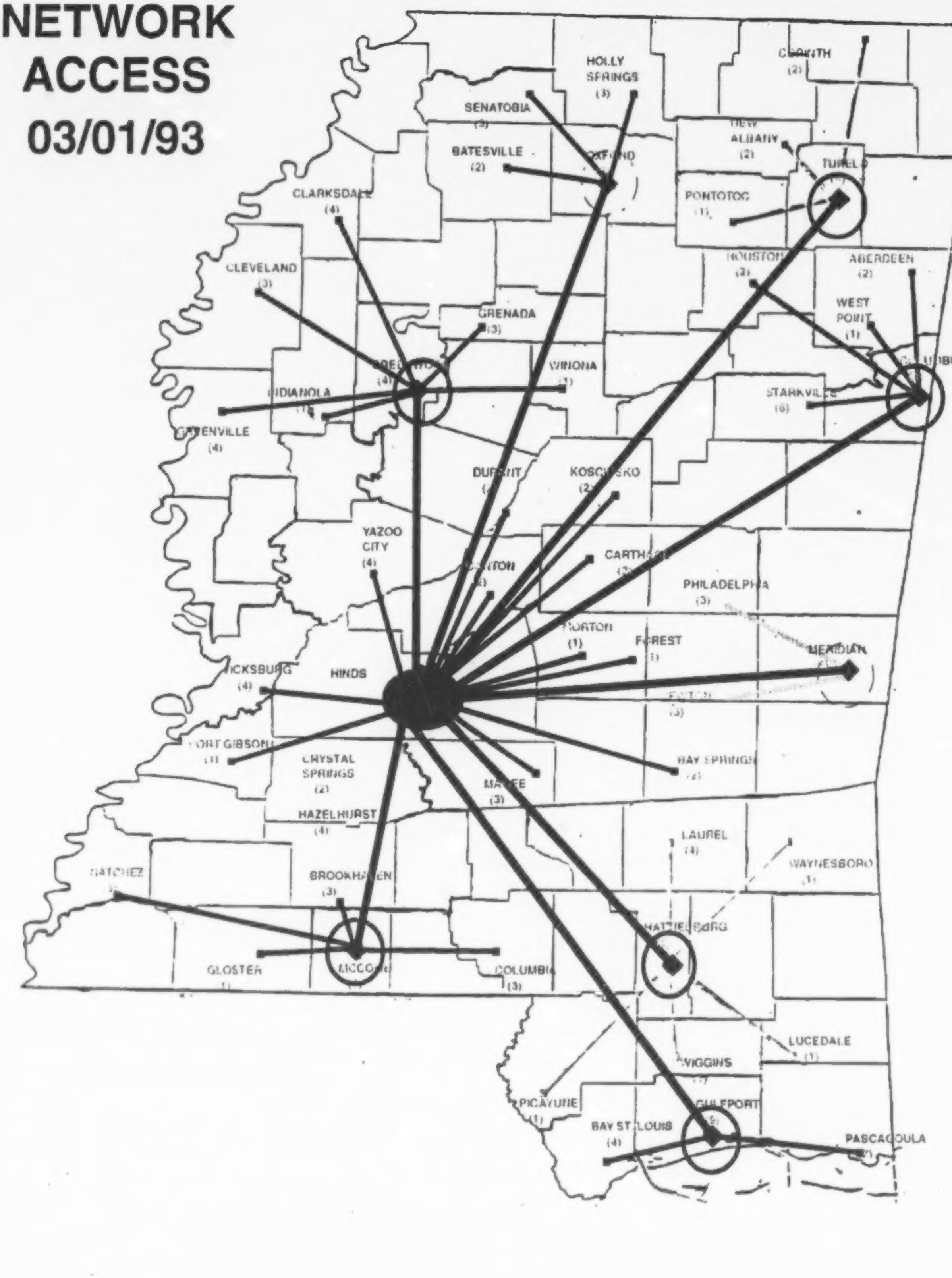
The Bureau shall develop policies, procedures and long-range plans consistent with its mission statement. It shall administer, assist in the design, and manage the procurement process for the acquisition of telecommunications equipment and services.

The Bureau shall develop coordinated telecommunications systems and / or services within and among all state entities and require, where appropriate, cooperative utilization of telecommunications equipment and services by aggregating users. (Attached is a copy of the statewide backbone network. We plan to install video teleconferencing centers in each of the node sites)

The Bureau shall approve in advance all contracts for telecommunications equipment and services: including any changes, modifications, and amendments to such contracts.

The Bureau shall promote the development and implementation of new technologies in the field of telecommunications in order to ensure that the state takes full advantage of the productivity gains and cost effective use of information resources that are available in the market place.

NETWORK ACCESS 03/01/93


HOLLY SPRINGS (3)
CORINTH (2)
SENATOBIA (3)
NEW ALBANY (2)
BATESVILLE (2)
OXFORD
TUPELO
PONTOTOC (1)
CLARKSDALE (4)
HOUSTON (2)
ABERDEEN (2)
CLEVELAND (3)
WEST POINT (1)
GRENADA (3)
GREENWOOD (4)
WINONA (1)
COLUMBUS
INDIANOLA (1)
STARKVILLE (6)
GREENVILLE (4)
DURANT
KOSCIUSKO (2)
YAZOO CITY (4)
CANTON (2)
CARTHAGE (2)
PHILADELPHIA (3)
MORTON (1)
FOREST (1)
MERIDIAN
VICKSBURG (4)
HINDS
PORT GIBSON (1)
CRYSTAL SPRINGS (2)
MAGEE (3)
BAY SPRINGS (2)
HAZELHURST (4)
LAUREL (4)
NATCHEZ
BROOKHAVEN (3)
WAYNESBORO (1)
HATTIESBURG
GLOSTER (1)
MCCOMB
COLUMBIA (3)
LUCEDALE (1)
WIGGINS (1)
PICAYUNE (1)
GULFPORT
BAY ST. LOUIS (4)
PASCAGOULA

Mississippi Educational Network

3825 Ridgewood Rd
Jackson, MS 39211
601.982.6565

April 9, 1993

Ms. Constance Sherin
Manager of Marketing Services
Public Broadcasting Service
1320 Braddock Place
Alexandria, VA 22314-1698

Dear Ms. Sherin:

Thank you for your recent letter with information on an ALS state-wide consortium for Mississippi. As we discussed, Mississippi Educational Television will act as the single administrative point of contact with ALS and all participating colleges.

We look forward to participating with you and the universities and colleges in Mississippi in this worthwhile endeavor.

Cordially,

Jody Jaeger
Executive Director

JJ/jm

cc: Savan Wilson
Curtis Kynerd
Sarah White
Robert Young

Mississippi Educational Television ◆ Public Radio in Mississippi ◆ Radio Reading Service of Mississippi

March 9, 1993

PBS ADULT LEARNING SERVICE

RECEIVED
APR 2 - 1993
MISSISSIPPI AUTHORITY FOR
EDUCATIONAL TELEVISION
INSTRUCTIONAL SERVICES

Jody Jaeger
Executive Director
WMAA/Mississippi ETV
PO Drawer 1101
Jackson, MS 39215-1101

Dear Jody:

As requested, here is some written information on the formation of an ALSS state-wide consortium. Over the last year or two, Will Philipp and/or I have had conversations with you, Sandra Randall, and Robert Young at the station and with Savan Wilson at the University of Southern Miss. and Curtis Kynerd at Hinds Community College. Savan and Curtis have expressed interest in gathering together the four-year and two-year institutions, respectively, within the state to work with MS ETV on the licensing and distribution of ALS telecourses. One of the chief things Will addressed at last year's conference at Hinds Community College was the formation of such a consortium.

Here's where things stand currently:

o three 4-year institutions are currently ready to come on when we give the word--Ole Miss, Univ. of Southern Miss, & Miss State Univ.

o at Curtis Kynerd's request, we're first trying to bring together all the Community Colleges to avoid any long-range problems politically--he wants us to do a workshop for the Academic Deans of all the state's 2-year schools

o ALS won't do any workshop for them without your participation, hence the current schedule juggling--at this workshop...

  -we'll talk about effective use of telecourses in a distance ed program and the value of the local PTV partnership

  -you'll talk about how the local partnership works--who they'll be working with at the station and how the consortium will operate

o since the March/April dates didn't work out, Curtis is now working to put us on the summer deans' meeting in June held on the campus of Miss. State, tentatively the 17th, but I'll let you know when I hear from him.

Our preferred operating model, and the one in which you expressed interest during our most recent telephone conversation, is where MS ETV acts as the single administrative point of contact with ALS for all participating colleges. A person you appoint at the station becomes the one to handle:

o telecourse licensing and enrollment reports with ALS

o multi-site licensing arrangements for AV resource programs and videoconferences

o ALSS consortial membership requests

o billing individual institutions for licensed programs.

Public Broadcasting Service
1320 Braddock Place Alexandria, VA 22314-1698 (703)739-5360

Each consortium establishes its own operating rules based on local opportunities and/or constraints--what the station will or won't provide in terms of administrative and marketing support, what they'll charge the colleges, how the overall operation is funded, etc. We are willing to be flexible--our main interest is always to provide support for the stations as they establish and maintain healthy partnerships with local colleges and universities.

For funding and operations questions, there are two PTV contacts who should prove helpful to you as you establish a state-wide consortium--Fran Pretty of MPT, director of MD College of the Air (410-581-4129), and her counterpart at WI PTV, Charlotte Bell (608-273-6433). Attached is a handout from the October '92 Telelearning Conference that lists issues a newly-forming consortium should consider. This should provide you a helpful frame of reference. Additionally, I'm sending you a copy of the February 18 videoconference produced by MD College of the Air entitled, PARTNERSHIP POWER: A COOPERATIVE APPROACH TO DISTANCE LEARNING. This tape provides valuable information on their consortial approach, including comments by Raymond K. K. Ho, head of Maryland Public Television, on the value they place on working with the College of the Air consortium, and by Fran on how the consortium is structured.

I hope you've found this background information helpful, Jody. I'm very pleased that you want the station to take the lead in this state-wide consortium effort and are willing to appoint someone whose time will be devoted to working with this group. My services are available to you and the person you appoint as we get this consortium off the ground. The timing is right for both the station and those in the higher ed community and I'm excited about working with you to make this a reality!

Cordially,

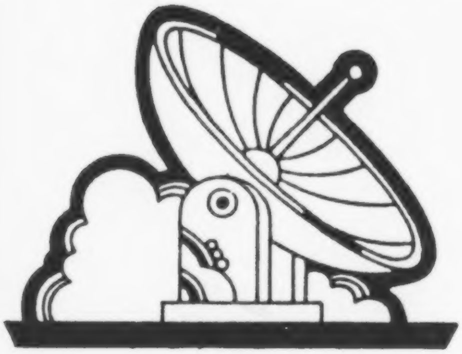
Connie Sherin

M. Constance Sherin
Manager of Marketing Services

cc: Will Philipp

Important Organizational Meeting

Distance Learning Consortium



WHO: Media and Television Coordinators
Continuing Education Personnel
Community/Junior Colleges
Institutions of Higher Learning

WHEN: June 18, 1993
10:00 A.M. - 2:00 P.M.
(Box lunch available - $6.00)

WHERE: University Center
Room 4 - 1
Jackson, MS

Topic: *Forming an **ALSS** Consortium*
*(PBS Adult **Learning** Satellite Service)*

- *Benefits of **"Partnership Power"** for your institution*
- *How to use **Telecourses, AV Resources,** and **Live Interactive Programs***
- ***Networking** together for **Education***

For more information contact: Dr. Savan Wilson (266-4359);
Curtis Kynerd (857-3257); Dr. Robert Young (982-6565)

STATE NETWORK UTILIZATION STUDY
Executive Summary And Recommendations

For the past ten months a comprehensive, yet indepth, utilization study of Mississippi Educational Television was conducted. Twenty-seven target audiences were identified and surveyed by the evaluation staff. A formative evaluation report was developed and given to the MAET Board and ETV staff on June 8, 1993. A final report has been provided (September 24, 1993) under separate cover to the same entities. A set of comprehensive recommendations was extracted from the final report and is provided herein.

The MAET Board of Directors is to be commended for its support and guidance through the past several months. The loss of several top administrative staff could have become a serious problem during this study, but with Board and staff support and with designated staff stepping forward to provide leadership, this study has been appropriately completed on schedule.

The following recommendations are offered for the Board's consideration. Implementation strategies should be developed by the ETV professional staff using the expanded recommendations, comprehensive findings, and data analysis in the final report.

- Communications to schools and other viewing publics must be improved.
- Review of current programming as to meeting existing needs is critical.
- Re-examine scheduled broadcast times for providing ITV programming. Listen to teachers and ITV representatives as they are the ones who are recording and using the programming.
- Place the ITV Resource Guide in the hands of every teacher. Programming and services must be advertised in order for them to be used.

- Re-examine who are the primary audiences. ETV can not determine audience needs based upon past history.

- More utilization training is needed for upper elementary and junior high school teachers. There is less program use by teachers in the fourth - ninth grades than for others in the K-12 schedule.

- ITV programming should be produced by Mississippi ETV for the social studies area. An updated history series on Mississippi should be developed to replace programs that are 15-20 years old.

- Training is needed for members of the Educational Services staff in order to be on the cutting edge of technology use and instructional program strategies.

- MAET should make a financial commitment to distance learning and alternative delivery systems in the State. This commitment requires providing a leadership role for Mississippi ETV administration and staff.

- MAET should commit time, resources, and an outreach staff member to further develop early childhood programming and training activities.

- Post-graduate training markets should be identified and developed for the purpose of enhancing economic development in the State.

- A broadcast market for mid-level manager training should be explored. This is of prime importance in most business and industry settings.

RECOMMENDATIONS

K-12 EDUCATION

Educational Services is a very important part of the mission of MAET and should be treated as such. A system of strategic planning should be implemented and the necessary staffing and support should be provided to meet the goals and objectives of this important area.

Many of these recommendations have been initiated. Educational Services had access to preliminary survey results in addition to regular contact with television users who voiced needs directly. As a result, action on a number of the recommendations has begun.

RECOMMENDATIONS

1. **Based on responses, increased communication is extremely important. The ITV Advisory Group should meet annually to discuss needs. An up-dated list of school contacts is needed. The ITV contacts should be invited to at least one regional meeting during the school year and provided current information in a timely manner at several points during the year.**

   Members of the Educational Services Division need to take a more active role by attending educational conferences held in Mississippi. There has been a decrease in providing exhibits, workshops, and presentations, and in MAET's presence at state conferences during the past several years. Funding should be provided for exhibits, attendance, and workshops. A large number of educational contacts are possible in this manner.

Strategy:

A plan of action and a request for special funding from MAET should be developed by the members of educational services in order to implement better communication with educators. Increased communication through monthly newsletters, on-air promos, regular visits to school districts, curriculum workshops for teachers in several areas of the state using classroom teachers as co-facilitators, and increased attendance at library and educational conferences are examples.

2. **The current instructional schedule of programming needs to be re-evaluated. Over 42 series are over 10 years old, with at least five series over 20 years old. Outdated programs need to be replaced and all instructional programs should meet identified needs of the curriculum.**

Strategy:

Initiate planning with teams of subject specialists (from school districts) who will assist Educational Services in the evaluation of programming by subject area. The specialists (subject level teachers) will also provide input on new programming that matches subject scope and sequence lists. Consider producing a new Mississippi History series and other production needs for the ITV community.

3. **Based on responses from 160 ITV representatives, more time is needed for ITV programming. Block feeds of elementary programming between 8 a.m. and 10 a.m during the school week were requested. Secondary programming block feeds were requested between 10 a.m. and 3 p.m. during the school week. Block feeds of new programs should be provided early in the school year.**

Strategy:

Schedule elementary programming in the school morning, secondary programming in the afternoon with additional block feeds during early morning hours. Use midnight - 2:00 am for additional feeds. Provide block feed information to all schools so that resources may be taped. Ideally, provide taping information for new K-12 programs by April of the preceding year so that tape stock may be purchased.

4. **One copy of the ITV Resource Catalog should be provided for each classroom teacher. Increase communication through the ITV Newsletter and the ITV Schedule Update. A current set of teacher guides for all instructional series should be available in each school at no cost with additional copies of the teacher guide price list readily available. Information should be more accessible to all teachers regarding teacher guide availability.**

Strategy:

Begin to select programming for the next year at Firstview. By January, complete programming selections for the next year. Assign the development of the ITV Resource Catalog to one staff member working closely with MAET educational consultants or assign the development of the catalog to an outside source. Complete the layout for printing by June at the latest. Mail to schools by August 1. Provide as much preliminary information as possible so that schools can better plan for video use. Provide information on teacher guides and tape duplication in every mailout.

5. **Continue to provide printed curriculum correlations and consider the addition of a national computer-based information system that would provide current information on television programs, subject matter, and instructional goals to public schools.**

Strategy:

Evaluate the costs of providing *Learning Link* or another national computer-based information system.

6. **Training should be provided to ITV representatives on how to develop a school or district library of taped resources. At the end of each school year, tape length information should be provided so that needed tape stock can be purchased before the beginning of the next school year for new programming. Information on "model" tape libraries should be available.**

All programs in the Instructional Resource Catalog should be available on tape through the duplication center or available from a "tape center" or the Learning Store for purchase. Programs should be purchased and negotiated for three year broadcast/taping rights as a minimum. Rights should also be purchased for postsecondary institution use at the same time as K-12 to encourage use in Colleges of Education for methods courses. Staff development offerings would also be of great benefit to Colleges of Education.

Strategy:

Arkansas ETV recently developed training on developing a tape library for ITV facilitators that could be duplicated. MAET should provide videotaped and printed information on how to set up a tape library and develop a package of materials with information on series lengths, district models to visit, blank tape costs and vendors.

Consideration should be given for the designation of "regional tape lending libraries" that schools could contact in order to borrow or have tapes made for a reasonable fee.

7. **Educational Services staff should work closely with master teachers in selected curriculum areas to provide needed workshops on the integration of ITV programming in the curriculum. The workshops should show "how" to integrate programs into the curriculum more than just program "clips" of available programming.**

Strategy:

MAET, the State Department of Education , universities and colleges, and staff development coordinators should work together so that ITV training workshops count for staff development credit or re-certification credit. Summer ITV workshops should be reinstated. At least two levels of workshop experiences should be available to cover needs of beginning and advanced teachers. Stipends could be provided to district teachers that develop and provide regional/state workshops that utilize ETV instructional programming.

8. **Members of Educational Services need training in multimedia and should take a leadership role in training educators in the use of related video technology use. Subjects such as how to "repurpose" videodiscs, use of barcode reader, and teaching on television are just a few that are needed.**

Strategy:

Provide opportunities for educational services staff to attend workshops on multimedia use in schools during the next year. Incorporate the use of new technology in training activities provided by Educational Services staff.

DISTANCE LEARNING RECOMMENDATIONS

Distance Learning should not be limited to schools with satellite dishes and access to "Star School" programming. Satellite delivery, ITFS, compressed video, and fibernet will provide increased access to instructional programming in the future. MAET should take a leadership role in emerging telecommunication delivery systems and their use.

1. **Educational Services staff should work closely with school districts, colleges and universities to assist faculty and ITV representatives in how to maximize the use of satellite equipment and distance education programs. Schools should be encouraged to use satellite dishes to receive distance education courses.**

2. **Educational Services staff should assistcolleges, universities, and the State Department of Education in the initial development and use of the ITFS channels.**

Strategy:

Distance learning will represent a major outreach effort for MAET in the future. Regional workshops should be conducted on satellite and ITFS delivery systems, programming available, and suggestions for the utilization of distance learning resources.

MAET should provide a leadership role in providing postsecondary programming to colleges and universities. The formation of a consortium of colleges and universities with MAET for the purpose of buying PBS Adult Learning Satellite Service programs is an excellent start.

MAET should hire additional staff to work with schools, agencies, colleges and universities and provide workshops and increased communication regarding distance learning.

Assistance to schools with satellite dishes may be needed. Many schools have equipment in need of repair or do not have personnel who understand the correct positioning of satellite equipment.

Continue to evaluate the number of students taking distance education courses for credit and paying the required per student fee. The majority of distance learning courses should be aired during the morning hours based on respondees.

Careful evaluation of credit courses aired in open broadcast time may result in the need to negotiate pricing for "non-credit" programming in similar subject matter. An example would be Spanish I, currently a "credit-course" with a per student fee.

An ITV consultant should be designated to assist postsecondary, as well as K-12 distance education providers. Provide opportunities for the ITV consultant to attend at least one national distance learning conference a year.

The Distance Learning courses requested most were:

1. Basic English/Reading
2. Spanish I and II
3. Basic Skills Booster
4. Computer Science
5. Science and Math Enrichment
6. Applied Economics
7. Algebra II
8. Calculus (AP)
9. Japanese
10. Interactive Science 7 & 8

STAFF DEVELOPMENT RECOMMENDATIONS

1. **Based on responses from those surveyed, more information on programs available for staff development use and specialized professional training is needed.**
2. **Encourage use of Teletalk, Forum, and similar programs for public information dissemination.**
3. **Provide focused information on staff development programming to both districts and institutions of higher education.**

Strategies:

More emphasis should be given to publicizing staff development programs and services offered to school districts.

"Live" workshops provided in districts or regionally are needed. There is a need to provide ITV workshops during the summer for college credit. There should be several levels of workshops: basic; subject/grade area related; advanced for higher technology use, etc.

Purchase the post secondary use rights in addition to K-12 state rights. The amount of money needed would be minimal and the increased use in education classes would be significant. ETV once purchased the rights and staff development programs were used regularly by post secondary institutions.

Live broadcasts for staff development should be aired after school on Tuesdays on the topics requested. However, most staff development coordinators stated that taped programs were more convenient.

Teletalk and other programs, such as ITV:FYI should be broadcast on Wednesdays after school to be used by staff development coordinators.

Mississippi ETV should involve staff development coordinators more in determining programs to be offered.

POST GRADUATE TRAINING RECOMMENDATIONS

1. **Based on responses from those surveyed, more information on programs available for post-graduate training and specialized professional training is needed.**

2. **Encourage more use of Teletalk, Forum, and similar programs for public information dissemination.**

Strategies:

The outreach coordinator position suggested for special "market" groups could also develop this area of programming and assist with the dissemination of timely information.

Teletalk is best used by agencies and post- graduate training opportunities. It is not used to a large extent by K-12 educators.

Promote the ETV facilities and capabilities for teleconferences.

Provide information to post graduate training groups through their Human Resources/Training Director to inform them of the programs and the services available through MAET.

Secure and/or produce programs for professional training on such topics as management, TQM, conflict resolution, Covey theory, industrial safety, and economic development. Join with university production centers when possible.

Set up a tape lending library available to business and industry. Provide program tapes to the University Center Library. This library already has a catalog of resources and provides excellent video programs to business, education, and industry on a reasonable loan basis.

Possibly join the Mississippi Chapter of the American Society of Training and Development to strengthen contacts with training directors from business and industry. Exhibit at business and training conferences held in Mississippi.

EARLY CHILDHOOD RECOMMENDATIONS

Early childhood related programming and print materials should contribute to the improvement and development of young children's readiness to learn and broaden parents' appreciation for and understanding of the importance of nurturing ready to learn skills.

1. **The responses from day care provider focus groups, parents, and Headstart Center faculty strongly suggest the need for MAET to provide outreach staff to meet the needs of select "target" groups in Mississippi.**
2. **MAET staff should make national training opportunities such as the PEP program available to Mississippians . When the PBS Early Childhood Channel is initiated, staff should be available to develop training activities.**

Strategy:

An outreach coordinator, working in the area of Educational Services, should be designated to develop activities to meet the needs of special target groups. A newsletter for day care and head start providers would help communication to this group.

Assistance is needed to set up taping centers, and to provide ITV information to this group. There is a huge lack of knowledge regarding ITV and PBS programming and how to use ITV in an instructional setting.

A comprehensive survey should be conducted of all day care and headstart centers to ascertain their viewing habits and how they propose to use educational programming in the future, equipment they have available, and what training is needed.

Based on survey responses, early childhood programming for off-air taping should be aired between noon and 2:00 pm and after 6:00 pm.

PARENT RECOMMENDATIONS

1. Based on responses from parents interviewed in focus groups and those who responded to the newspaper survey, parents want to see more news and commentary programs, more good entertainment programs and more good programs for their children.

2. A market survey needs to be conducted for parent input. The newspaper survey did not necessarily provide a good random sample.

RECOMMENDATIONS REPORT

Summarize A and B into a written report with written recommendations which would position MAET into its highest and best use of its resources while addressing critical educational needs of Mississippi.

General recommendations contained in the study report will be submitted to the MAET Board of Directors for review and action. (April 1, 1993)

RECOMMENDATIONS

A SET OF PRIORITIZED RECOMMENDATIONS FOR ACTION BY THE AGENCY TO INSURE THAT THE AGENCY MAKES THE MAXIMUM EFFECTIVE USE OF ITS RESOURCES IN MEETING THE EDUCATIONAL NEEDS OF MISSISSIPPIANS.

Each recommendation will:

- identify the need that the recommendation addresses;
- describe how the survey results support the need;
- explain how the recommendation addresses the need;
- justify the priority accorded the recommendation;
- be firmly anchored in the mandate of the agency's authorizing legislation.

For each recommendation:

- outline the major steps the agency must take to implement the recommendations.
- list the resources currently available to the agency (including broadcast technologies, production capabilities, and staff experience) to carry out recommendations.
- list additional resources, if any, the agency must acquire (including acquisition or production of programming and enhancement of staff expertise) to implement the recommendations.
- whenever possible, include approximate costs for implementation.

Special subcommittees of the Board of Directors shall be established to consider individual components of the recommended implementation plan. Working with agency staff, each subcommittee will review the proposed implementation plan, will consider appropriate modifications, and will submit revisions to the full Board, which will then adopt a final implementation plan.